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ABSTRACT

The Illinois Problems Index (IPI) is used to identify educational problems in a wide range of situations. IPI is composed of a series of three survey instruments, sequenced to provide increasingly specific information about school district problems. The instruments are based on 49 general problem categories, each of which is matched to a set of approximately 20 specific problem statements. The general problem categories are grouped into 12 problem areas: curriculum and instruction in basic skills; physical science; home and health studies; cultural and social studies; arts; intercurricular concepts; special educational services; resource and support services; program planning and development; educational administration and policy; research and evaluation; and state agency support. The IPI model is composed of: organizing a committee; conducting five meetings; administering the survey instruments; and acting on the results. The steps can be implemented in two months. Information on organzing and administering IPI is detailed in the user's manual. (MH)

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Establishing Educational Priorities Through the ILLINOIS PROBLEMS INDEX

Survey Instruments

ED179606

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Jack Witkowsky, Chairman
State Board of Education
Joseph M. Cronin
State Superintendent of Education

PROGRAM SERVICES

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ILLINOIS PROBLEMS INDEX

The Illinois Problems Index was developed on the basis of extensive research on educational problems that have been identified in a wide range of situations. Consequently, the survey instruments used in implementing the process reflect a diverse and comprehensive set of problems, any number and combination of which may require attention in your district.

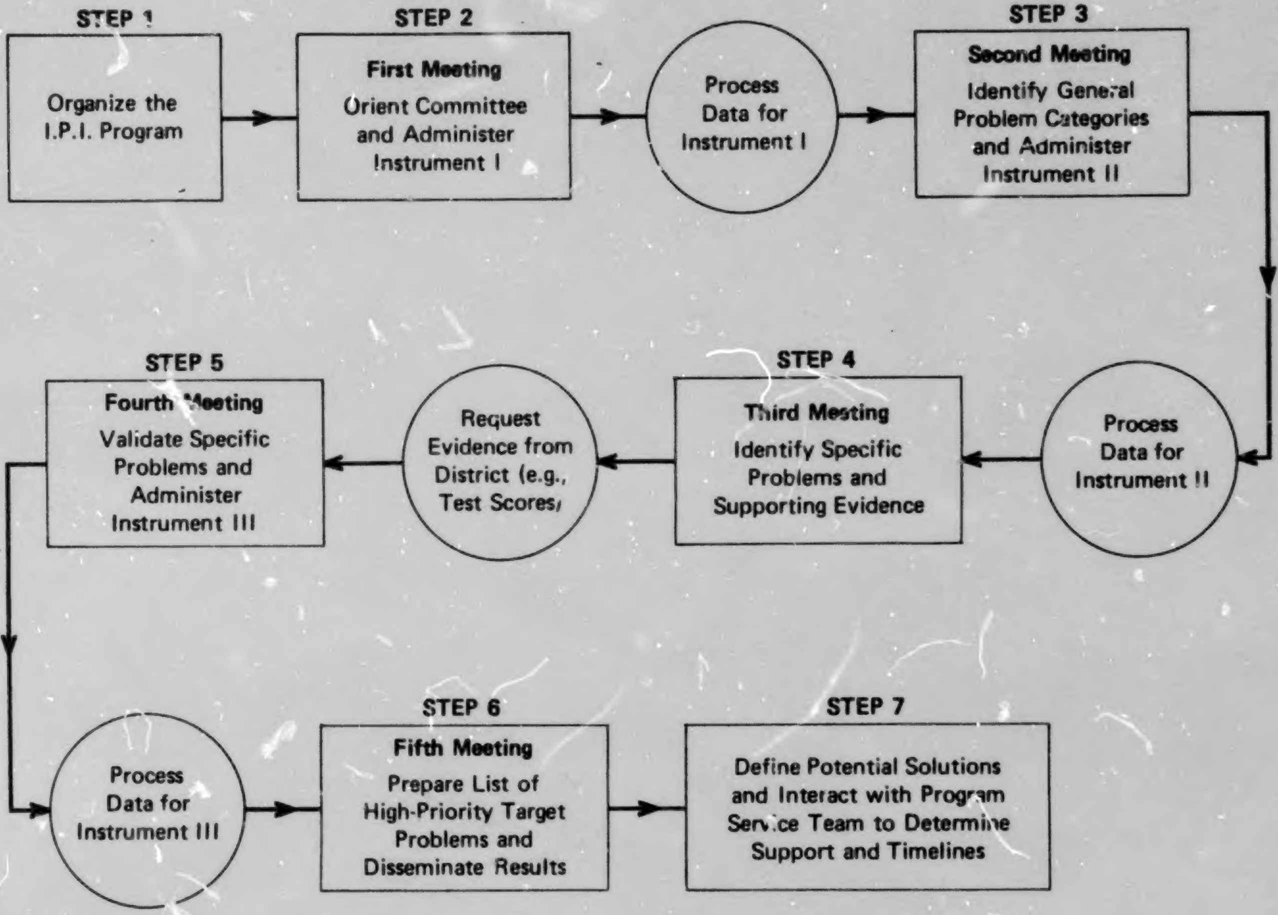
The IPI instrumentation consists of a series of three survey instruments, sequenced to provide increasingly specific information about problems in your district. The sequencing permits you to invest energy and resources in the detailed study of only those problems which are evident in your district. Further, the instruments are flexible in that they allow the addition of problems which are applicable to your district but which do not exist in the instrument pool of problem statements.

The survey instruments are based on 49 General Problem Categories, each of which is matched to a set of approximately 20 Specific Problem Statements. The general problem categories are grouped into twelve problem areas for ease of reference.

The IPI process and supporting survey instruments are built into a simple organizational procedure that allows a district to implement them without imposing unrealistic time or resource requirements upon the participants. The system is simple and straightforward. It minimizes expenditure of time and money and maximizes the usefulness of the decision-making information that it generates.

The essentials of the IPI model are described in the following flowchart of activities. The IPI model requires only seven steps. These seven clearly defined steps involve organizing a committee, conducting five meetings, administering the three survey instruments, and acting on the basis of your findings. These steps can be easily implemented, from start to finish, within a two-month period.

THE ILLINOIS PROBLEMS INDEX – THE PROCESS


STEP 1
Organize the I.P.I. Program
STEP 2
First Meeting
Orient Committee and Administer Instrument I
Process Data for Instrument I
STEP 3
Second Meeting
Identify General Problem Categories and Administer Instrument II
Process Data for Instrument II
STEP 4
Third Meeting
Identify Specific Problems and Supporting Evidence
Request Evidence from District (e.g., Test Scores)
STEP 5
Fourth Meeting
Validate Specific Problems and Administer Instrument III
Process Data for Instrument III
STEP 6
Fifth Meeting
Prepare List of High-Priority Target Problems and Disseminate Results
STEP 7
Define Potential Solutions and Interact with Program Service Team to Determine Support and Timelines

DISTRICT NAME ________________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT I:

GENERAL PROBLEM CATEGORIES

Circle (Y) for "Yes" if the problem category listed below represents an important area in which to identify problems and planning strategies for the future. Circle (N) for "No" if it is not an important area for the school district to consider at this time. Circle (U) if you are undecided.

If you circled (Y), circle the number below that represents how important the category is relative to all of the categories for which you circled (Y)

CODE	PROBLEM CATEGORY	IMPORTANT AREA	NOT IMPORTANT AREA	UNDECIDED	Very Little Importance	Some Importance	Considerable Importance	Very Great Importance
	Curriculum and Instruction in Basic Skills							
01	Reading	Y	N	U	1	2	3	4
02	Mathematics	Y	N	U	1	2	3	4
03	Communication Skills/Language Arts	Y	N	U	1	2	3	4
04	Readiness Skills	Y	N	U	1	2	3	4
	Curriculum and Instruction in Physical Science							
05	Science	Y	N	U	1	2	3	4
06	Environmental Education	Y	N	U	1	2	3	4
	Curriculum and Instruction in Home and Health Studies							
07	Consumer Education/Family Life/Home Economics	Y	N	U	1	2	3	4
08	Health/Safety/Nutrition/Drugs and Alcohol	Y	N	U	1	2	3	4
09	Physical Education/Athletics	Y	N	U	1	2	3	4
	Curriculum and Instruction in Cultural and Social Studies							
10	Social Studies	Y	N	U	1	2	3	4
11	Citizenship	Y	N	U	1	2	3	4
12	Foreign Language	Y	N	U	1	2	3	4
	Curriculum and Instruction in the Arts							
13	Art	Y	N	U	1	2	3	4
14	Music	Y	N	U	1	2	3	4
15	Literature	Y	N	U	1	2	3	4
	Intercurricular Concepts							
16	Vocational and Career Education	Y	N	U	1	2	3	4
17	Ethnic and Moral Education	Y	N	U	1	2	3	4
18	Affective Development	Y	N	U	1	2	3	4
19	Critical Thinking/Problem Solving/Decision Making	Y	N	U	1	2	3	4
20	Study Skills	Y	N	U	1	2	3	4
	Special Educational Services							
21	Early Childhood	Y	N	U	1	2	3	4
22	Gifted and Talented	Y	N	U	1	2	3	4
23	Minority/Disadvantaged/Educationally Handicapped	Y	N	U	1	2	3	4
24	Neglected/Delinquent/Dropout	Y	N	U	1	2	3	4
25	Adult Learners	Y	N	U	1	2	3	4

DISTRICT NAME ________________

COUNTY ☐☐☐ – DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT I:

GENERAL PROBLEM CATEGORIES

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CODE	PROBLEM CATEGORY	IMPORTANT AREA	NOT IMPORTANT AREA	UNDECIDED	Very Little Importance	Some Importance	Considerable Importance	Very Great Importance
26	Mentally Impaired	Y	N	U	1	2	3	4
27	Learning Disabled/Speech and Language Impaired/ Emotionally Disturbed/Behaviorally Disturbed/ Socially Maladjusted	Y	N	U	1	2	3	4
28	Physically–Multiply–Visually–Hearing Handicapped/ Blind/Deaf	Y	N	U	1	2	3	4
	Resource and Support Services							
29	Media and Library Services	Y	N	U	1	2	3	4
30	Food and Transportation Services	Y	N	U	1	2	3	4
31	Health and Medical Services	Y	N	U	1	2	3	4
32	Counseling and Guidance Services	Y	N	U	1	2	3	4
33	Psychological and Social Work Services	Y	N	U	1	2	3	4
34	Coordination of Resource and Support Services	Y	N	U	1	2	3	4
	Program Planning and Development							
35	Effective Educational Programming	Y	N	U	1	2	3	4
36	Educational Planning	Y	N	U	1	2	3	4
37	Pre-Service Teacher Education	Y	N	U	1	2	3	4
38	In-Service Teacher Education	Y	N	U	1	2	3	4
39	Teaching Methods and Techniques	Y	N	U	1	2	3	4
	Educational Administration and Policy							
40	Finance and Staffing	Y	N	U	1	2	3	4
41	Individual Rights and Responsibilities	Y	N	U	1	2	3	4
42	Physical Plant and Facilities	Y	N	U	1	2	3	4
43	School–Community Relations	Y	N	U	1	2	3	4
44	Organization and Operations	Y	N	U	1	2	3	4
	Research and Evaluation							
45	Research and Dissemination	Y	N	U	1	2	3	4
46	Evaluation of School Personnel	Y	N	U	1	2	3	4
47	Evaluation of Students	Y	N	U	1	2	3	4
48	Evaluation of Educational Programs	Y	N	U	1	2	3	4
	State Agency Support							
49	Legislation and Revenue	Y	N	U	1	2	3	4
50	Administration	Y	N	U	1	2	3	4

DISTRICT NAME ____________________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

READING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2
2 = Grades 3-6
3 = Grades 7-8
4 = Grades 9-12
5 = All grades

If you circled (Y), circle the **one** number below that describes the **best** evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0101	Students cannot comprehend what is read.	Y	N	U		1	2	3	4	5	6	7
0102	Students cannot analyze what is read.	Y	N	U		1	2	3	4	5	6	7
0103	Students cannot reason logically from what is read.	Y	N	U		1	2	3	4	5	6	7
0104	Students cannot make judgments about what is read.	Y	N	U		1	2	3	4	5	6	7
0105	Students do not have word identification skills.	Y	N	U		1	2	3	4	5	6	7
0106	Students cannot analyze word root, prefixes, and suffixes to determine the meaning of words.	Y	N	U		1	2	3	4	5	6	7
0107	Students cannot discriminate between fact and opinion.	Y	N	U		1	2	3	4	5	6	7
0108	Students cannot draw conclusions, generalizations, and inferences from what is read.	Y	N	U		1	2	3	4	5	6	7
0109	Students cannot read reference materials efficiently (e.g., dictionaries, encyclopedias).	Y	N	U		1	2	3	4	5	6	7
0110	Students cannot use indexes, tables of contents, and glossaries.	Y	N	U		1	2	3	4	5	6	7
0111	Students cannot read graphic materials (e.g., maps, tables, graphs).	Y	N	U		1	2	3	4	5	6	7
0112	Students cannot read aloud in an effective manner.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

READING

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0113	Students cannot adapt the style and speed of their reading to particular purposes.	Y	N	U		1	2	3	4	5	6	7
0114	Students do not appreciate the value of reading.	Y	N	U		1	2	3	4	5	6	7
0115	Students cannot follow written directions.	Y	N	U		1	2	3	4	5	6	7
0116	Students cannot use reading as a tool for learning.	Y	N	U		1	2	3	4	5	6	7
0117	There is a need to provide curriculum alternatives for a variety of students ranging from remedial to gifted learners.	Y	N	U		1	2	3	4	5	6	7
0118	There is insufficient provision for individualized instruction in reading.	Y	N	U		1	2	3	4	5	6	7
0119	A comprehensive set of instructional objectives are not available to the public.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MATHEMATICS

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0201	Students do not adequately understand mathematical concepts.	Y	N	U		1	2	3	4	5	6	7
0202	Students do not know common mathematical definitions, facts, and symbols.	Y	N	U		1	2	3	4	5	6	7
0203	Students do not have adequate computational skills.	Y	N	U		1	2	3	4	5	6	7
0204	Students cannot use mathematics in problem-solving situations.	Y	N	U		1	2	3	4	5	6	7
0205	Students cannot use various number systems.	Y	N	U		1	2	3	4	5	6	7
0206	Students do not know relationships among different units of measurement.	Y	N	U		1	2	3	4	5	6	7
0207	Students cannot make transactions involving money.	Y	N	U		1	2	3	4	5	6	7
0208	Students do not sufficiently understand the metric system of measurement.	Y	N	U		1	2	3	4	5	6	7
0209	Students do not have sufficient knowledge of fractions.	Y	N	U		1	2	3	4	5	6	7
0210	Students have insufficient knowledge of decimals.	Y	N	U		1	2	3	4	5	6	7
0211	Students do not understand ratios and proportions.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MATHEMATICS

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0212	Students have an insufficient knowledge of percents.	Y	N	U		1	2	3	4	5	6	7
0213	Students are unable to recognize geometric figures.	Y	N	U		1	2	3	4	5	6	7
0214	Students do not understand the concepts of plane and solid geometry.	Y	N	U		1	2	3	4	5	6	7
0215	Students do not understand the concept of a mathematical function.	Y	N	U		1	2	3	4	5	6	7
0216	Students do not understand the concept of a mathematical relation.	Y	N	U		1	2	3	4	5	6	7
0217	Students cannot follow or construct a mathematical proof.	Y	N	U		1	2	3	4	5	6	7
0218	Students do not have a sound knowledge of set theory.	Y	N	U		1	2	3	4	5	6	7
0219	Students cannot use charts, graphs, and tables.	Y	N	U		1	2	3	4	5	6	7
0220	Students cannot use maps, scale-drawings, and diagrams.	Y	N	U		1	2	3	4	5	6	7
0221	There is no provision for individualized instruction in mathematics.	Y	N	U		1	2	3	4	5	6	7
0222	Mathematics curriculum materials are adequate for students of all ability levels.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

COMMUNICATION SKILLS/LANGUAGE ARTS

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0301	Students have an insufficient knowledge of language concepts.	Y	N	U		1	2	3	4	5	6	7
0302	Students have not mastered the mechanical skills of writing. (e.g., legibility)	Y	N	U		1	2	3	4	5	6	7
0303	Students' sentence variety is inadequate.	Y	N	U		1	2	3	4	5	6	7
0304	Students' vocabulary is inadequate.	Y	N	U		1	2	3	4	5	6	7
0305	Students do not use correct punctuation or grammar.	Y	N	U		1	2	3	4	5	6	7
0306	Students cannot spell well enough.	Y	N	U		1	2	3	4	5	6	7
0307	Students do not have effective writing organization.	Y	N	U		1	2	3	4	5	6	7
0308	Students do not write frequently enough.	Y	N	U		1	2	3	4	5	6	7
0309	Students have not mastered creative and original written expression.	Y	N	U		1	2	3	4	5	6	7
0310	Students have not mastered creative and original oral expression.	Y	N	U		1	2	3	4	5	6	7
0311	Students do not speak clearly.	Y	N	U		1	2	3	4	5	6	7
0312	Students do not have good listening skills.	Y	N	U		1	2	3	4	5	6	7
0313	Students cannot communicate adequately in academic situations.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II

COMMUNICATION SKILLS/LANGUAGE ARTS

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0314	Students cannot communicate adequately in business or vocational situations.	Y	N	U		1	2	3	4	5	6	7
0315	Students cannot communicate adequately in social situations.	Y	N	U		1	2	3	4	5	6	7
0316	Students are not aware of nonverbal messages that they transmit to others.	Y	N	U		1	2	3	4	5	6	7
0317	Students do not recognize propoganda techniques.	Y	N	U		1	2	3	4	5	6	7
0318	Students do not have a knowledge of mass media and advertising ethics and techniques.	Y	N	U		1	2	3	4	5	6	7
0319	Students do not have sufficient practice in journalistic writing.	Y	N	U		1	2	3	4	5	6	7
0320	Audio or videotaping are not used to improve students' oral communication skills.	Y	N	U		1	2	3	4	5	6	7
0321	There is insufficient provision for individualized instruction in communication and language arts.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

READINESS SKILLS

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0401	Students cannot draw human figures.	Y	N	U		1	2	3	4	5	6	7
0402	Students cannot recite the alphabet from memory.	Y	N	U		1	2	3	4	5	6	7
0403	Students cannot identify and name upper case letters of the alphabet.	Y	N	U		1	2	3	4	5	6	7
0404	Students cannot print their first name correctly.	Y	N	U		1	2	3	4	5	6	7
0405	Students have difficulty being away from parents in group activities.	Y	N	U		1	2	3	4	5	6	7
0406	Students cannot travel alone up to two blocks in their own neighborhood.	Y	N	U		1	2	3	4	5	6	7
0407	Students cannot wash their hands and face.	Y	N	U		1	2	3	4	5	6	7
0408	Students cannot care for themselves at the toilet.	Y	N	U		1	2	3	4	5	6	7
0409	Students cannot dress themselves unaided.	Y	N	U		1	2	3	4	5	6	7
0410	Students cannot sit and listen attentively.	Y	N	U		1	2	3	4	5	6	7
0411	Students cannot express themselves orally.	Y	N	U		1	2	3	4	5	6	7
0412	Students do not have sufficient conceptual skills.	Y	N	U		1	2	3	4	5	6	7
0413	Students cannot take leadership roles in play with others.	Y	N	U		1	2	3	4	5	6	7
0414	Students are not innovators and participants in learning.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

READINESS SKILLS

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0415	Students do not willingly share things with other children.	Y	N	U		1	2	3	4	5	6	7
0416	Students are not tolerant of other points of view.	Y	N	U		1	2	3	4	5	6	7
0417	Students have not developed adequate self-confidence.	Y	N	U		1	2	3	4	5	6	7
0418	Students lack sufficient social and emotional development.	Y	N	U		1	2	3	4	5	6	7
0419	Students lack sufficient perceptual and motor development.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

SCIENCE

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0501	Students do not know scientific terminology and symbols.	Y	N	U		1	2	3	4	5	6	7
0502	Students do not know the various branches of science.	Y	N	U		1	2	3	4	5	6	7
0503	Students do not know historical aspects of science and technology.	Y	N	U		1	2	3	4	5	6	7
0504	Students do not know the difference between pure and applied science.	Y	N	U		1	2	3	4	5	6	7
0505	Students do not understand or value the investigative nature of science.	Y	N	U		1	2	3	4	5	6	7
0506	Students do not know and appreciate the scientific method.	Y	N	U		1	2	3	4	5	6	7
0507	Students do not understand inductive and deductive reasoning.	Y	N	U		1	2	3	4	5	6	7
0508	Students do not know fundamental techniques associated with scientific inquiry. (e.g., observing, classifying, inferring)	Y	N	U		1	2	3	4	5	6	7
0509	Students do not have sufficient opportunity to use scientific laboratory equipment and procedures.	Y	N	U		1	2	3	4	5	6	7
0510	Students do not understand the purpose of theories or scientific hypotheses.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

SCIENCE

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0511	Students do not know how to interpret and report data.	Y	N	U		1	2	3	4	5	6	7
0512	Students do not know the fundamental principles of biology (e.g., characteristics of living things).	Y	N	U		1	2	3	4	5	6	7
0513	Students do not know the fundamental principles of physics (e.g., classical mechanics, electricity).	Y	N	U		1	2	3	4	5	6	7
0514	Students do not know the fundamental principles of chemistry (e.g., atomic and molecular nature of matter).	Y	N	U		1	2	3	4	5	6	7
0515	Students do not know the fundamental principles of earth science (e.g., geological formations).	Y	N	U		1	2	3	4	5	6	7
0516	Students cannot attend critically to scientific information presented by the mass media.	Y	N	U		1	2	3	4	5	6	7
0517	Students do not appreciate science as a dynamic body of knowledge.	Y	N	U		1	2	3	4	5	6	7

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ENVIRONMENTAL EDUCATION

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0601	Students are not aware of the importance of protecting the environment.	Y	N	U		1	2	3	4	5	6	7
0602	Students do not know about behaviors or actions that are detrimental to the environment.	Y	N	U		1	2	3	4	5	6	7
0603	Students are not aware of local environmental problems.	Y	N	U		1	2	3	4	5	6	7
0604	Students are not aware of the need to balance the progress with the preservation of the environment.	Y	N	U		1	2	3	4	5	6	7
0605	Students are not aware of the effects of a consumer society on ecology.	Y	N	U		1	2	3	4	5	6	7
0606	Students do not understand the effect of technology on the environment.	Y	N	U		1	2	3	4	5	6	7
0607	Students are unaware of the processes which maintain ecological balance.	Y	N	U		1	2	3	4	5	6	7
0608	Students are unaware of the effect of human intervention on ecological balance.	Y	N	U		1	2	3	4	5	6	7
0609	Students do not understand the value of conserving natural resources.	Y	N	U		1	2	3	4	5	6	7
0610	Students do not appreciate the value of recycling waste products.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ENVIRONMENTAL EDUCATION

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0611	Students have no knowledge of the effects that social and political policy have on the quality of the environment.	Y	N	U		1	2	3	4	5	6	7
0612	Students do not understand the implications of declining fossil fuel resources.	Y	N	U		1	2	3	4	5	6	7
0613	Students are not aware of alternative energy sources (e.g., water, solar, nuclear).	Y	N	U		1	2	3	4	5	6	7
0614	Students are not aware of the advantages and disadvantages of various energy sources.	Y	N	U		1	2	3	4	5	6	7
0615	Students are not aware of the effect of chemicals on the environment (e.g., pesticides, aerosols).	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

CONSUMER EDUCATION/FAMILY LIFE/HOME ECONOMICS

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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0701	Students do not know how to budget money for themselves or families.	Y	N	U		1	2	3	4	5	6	7
0702	Students do not know how to spend money wisely (e.g., using unit pricing).	Y	N	U		1	2	3	4	5	6	7
0703	Students do not know about money management (e.g., savings, insurance, investments).	Y	N	U		1	2	3	4	5	6	7
0704	Students have insufficient knowledge of consumer-protection laws (e.g., the Truth-in-Lending Act).	Y	N	U		1	2	3	4	5	6	7
0705	Students are not aware of the family as an important unit in society.	Y	N	U		1	2	3	4	5	6	7
0706	Students are unaware of the choices available in life style (e.g., alternatives to marriage).	Y	N	U		1	2	3	4	5	6	7
0707	Students are unaware of the causes and effects of divorce.	Y	N	U		1	2	3	4	5	6	7
0708	Students do not understand the roles of family members in different family situations.	Y	N	U		1	2	3	4	5	6	7
0709	Students have not learned to share views with all family members.	Y	N	U		1	2	3	4	5	6	7
0710	Students are unaware of the nature of the "generation gap."	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

CONSUMER EDUCATION/FAMILY LIFE/HOME ECONOMICS

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0711	The skills of the elderly are not shared with children in order to help them understand aging.	Y	N	U		1	2	3	4	5	6	7
0712	The subject of death is not explored realistically.	Y	N	U		1	2	3	4	5	6	7
0713	Students are unaware of sex roles in our society and cannot analyze them critically.	Y	N	U		1	2	3	4	5	6	7
0714	Students do not acquire sex education consistent with their level of maturity.	Y	N	U		1	2	3	4	5	6	7
0715	Students are not encouraged to explore and develop their personal sexual values.	Y	N	U		1	2	3	4	5	6	7
0716	Students have insufficient skills in child care.	Y	N	U		1	2	3	4	5	6	7
0717	Students have insufficient knowledge of child development.	Y	N	U		1	2	3	4	5	6	7
0718	Students have inadequate home management education.	Y	N	U		1	2	3	4	5	6	7
0719	Students have not learned how to use their leisure time constructively.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

HEALTH/SAFETY/NUTRITION/DRUGS AND ALCOHOL

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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0801	Students do not have knowledge of sound personal health habits.	Y	N	U		1	2	3	4	5	6	7
0802	Students do not understand that they must take responsibility for their own health.	Y	N	U		1	2	3	4	5	6	7
0803	Students do not understand the difference between preventive and remedial health practices.	Y	N	U		1	2	3	4	5	6	7
0804	Students do not know where to go for health-related services or products.	Y	N	U		1	2	3	4	5	6	7
0805	Students do not have a knowledge of social health problems (e.g., veneral disease).	Y	N	U		1	2	3	4	5	6	7
0806	Students are not made aware of important home-safety practices.	Y	N	U		1	2	3	4	5	6	7
0807	Students are unaware of practices important to preparing for and coping with medical emergencies.	Y	N	U		1	2	3	4	5	6	7
0808	Driver education courses are not provided in the school.	Y	N	U		1	2	3	4	5	6	7
0809	There is not enough modern driver education equipment.	Y	N	U		1	2	3	4	5	6	7
0810	Students do not know basic concepts of nutrition	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME

☐☐☐-☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

HEALTH/SAFETY/NUTRITION/DRUGS AND ALCOHOL

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0811	Students do not know that food preparation can affect nutritional value.	Y	N	U		1	2	3	4	5	6	7
0812	Students do not have sufficient knowledge of the body system and how it functions.	Y	N	U		1	2	3	4	5	6	7
0813	Students are not taught to understand or cope with societal, peer, and advertisement pressures concerning drugs and alcohol.	Y	N	U		1	2	3	4	5	6	7
0814	Students have not learned facts about and proper use of drugs and alcohol.	Y	N	U		1	2	3	4	5	6	7
0815	Students are insufficiently aware of the effects drug and alcohol abuse have on the user and the user's family and friends.	Y	N	U		1	2	3	4	5	6	7
0816	Students are unaware of where and how to secure assistance with drug abuse problems.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PHYSICAL EDUCATION/ATHLETICS

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0901	Students are not aware of the importance of physical fitness or fitness activities.	Y	N	U		1	2	3	4	5	6	7
0902	Students have poor gross motor skills.	Y	N	U		1	2	3	4	5	6	7
0903	Students have poor fine motor control.	Y	N	U		1	2	3	4	5	6	7
0904	Students have poor perceptual-motor coordination.	Y	N	U		1	2	3	4	5	6	7
0905	Students cannot express themselves through physical movement.	Y	N	U		1	2	3	4	5	6	7
0906	There is no provision for daily physical activity.	Y	N	U		1	2	3	4	5	6	7
0907	Physical activities are not planned to progress in accordance with age or physical development.	Y	N	U		1	2	3	4	5	6	7
0908	The physical status of each student is not reviewed periodically.	Y	N	U		1	2	3	4	5	6	7
0909	Students have not developed skills useful in recreational activities.	Y	N	U		1	2	3	4	5	6	7
0910	There is no clear distinction in aims and philosophies between the regular physical education program and the interscholastic after-school program.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PHYSICAL EDUCATION/ATHLETICS

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0911	There is an insufficient supply of physical education equipment to ensure participation by each student.	Y	N	U		1	2	3	4	5	6	7
0912	Students do not understand the value of teamwork in athletics.	Y	N	U		1	2	3	4	5	6	7
0913	Students are not trained in non-team sports (e.g., swimming, tennis).	Y	N	U		1	2	3	4	5	6	7
0914	There is insufficient emphasis on non-competitive physical activities.	Y	N	U		1	2	3	4	5	6	7
0915	There is unequal support of athletic programs for boys and girls.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

SOCIAL STUDIES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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1001	Students have insufficient knowledge of the origins and functions of social organizations.	Y	N	U		1	2	3	4	5	6	7
1002	Students have insufficient knowledge about human relationships in social environments (e.g., influence of peer groups).	Y	N	U		1	2	3	4	5	6	7
1003	Students have insufficient knowledge of the relationship between physical environment and social organization (e.g., adaptation, effects of technology).	Y	N	U		1	2	3	4	5	6	7
1004	Students are unknowledgeable about human conflict and its impact on individual and group relations.	Y	N	U		1	2	3	4	5	6	7
1005	Students do not know basic concepts of geography and history.	Y	N	U		1	2	3	4	5	6	7
1006	Students do not know the history, geography, and culture of the local area.	Y	N	U		1	2	3	4	5	6	7
1007	Students cannot read maps and globes.	Y	N	U		1	2	3	4	5	6	7
1008	Students do not understand contributions made by past and present civilizations.	Y	N	U		1	2	3	4	5	6	7
1009	Students are unaware of the historical background of modern political thought and theory.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

SOCIAL STUDIES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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1010	Students do not know about the major concerns of social scientists.	Y	N	U		1	2	3	4	5	6	7
1011	Students do not understand economic principles and problems.	Y	N	U		1	2	3	4	5	6	7
1012	Students do not know strategies for dealing with cultural or technological change.	Y	N	U		1	2	3	4	5	6	7
1013	Students do not know about the management of world resources.	Y	N	U		1	2	3	4	5	6	7
1014	Students do not understand important local social or political problems.	Y	N	U		1	2	3	4	5	6	7
1015	Students do not understand important national and world social or political problems.	Y	N	U		1	2	3	4	5	6	7
1016	Students do not understand problems in international relations.	Y	N	U		1	2	3	4	5	6	7
1017	Students do not understand the socialization process.	Y	N	U		1	2	3	4	5	6	7
1018	Students do not recognize opposing value systems and their influence on social issues.	Y	N	U		1	2	3	4	5	6	7
1019	Students do not understand relationships among beliefs, values, and behavior patterns.	Y	N	U		1	2	3	4	5	6	7
1020	Ethnic and cultural content is not integrated throughout the curriculum.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

CITIZENSHIP

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1101	Students do not know the basic structure and functions of their local governments.	Y	N	U		1	2	3	4	5	6	7
1102	Students do not know the basic structure and functions of the state government.	Y	N	U		1	2	3	4	5	6	7
1103	Students do not know the basic structure and functions of the federal government.	Y	N	U		1	2	3	4	5	6	7
1104	Students do not understand basic democratic processes.	Y	N	U		1	2	3	4	5	6	7
1105	Students do not know constitutional rights and liberties.	Y	N	U		1	2	3	4	5	6	7
1106	Students do not understand the relationship between rights and responsibilities.	Y	N	U		1	2	3	4	5	6	7
1107	Students do not have knowledge of responsible voting practices.	Y	N	U		1	2	3	4	5	6	7
1108	Students do not recognize the advantages and disadvantages of political opposition and special interest groups.	Y	N	U		1	2	3	4	5	6	7
1109	Students do not recognize that democracy depends on the involvement of its citizens.	Y	N	U		1	2	3	4	5	6	7
1110	Students do not know how citizens can affect government.	Y	N	U		1	2	3	4	5	6	7

____
DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

CITIZENSHIP

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2
2 = Grades 3-6
3 = Grades 7-8
4 = Grades 9-12
5 = All grades

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1111	Students do not have practical experience in political and governmental processes (e.g., in the school or community).	Y	N	U		1	2	3	4	5	6	7
1112	Students have not developed a reasoned committment to values that sustain a free society.	Y	N	U		1	2	3	4	5	6	7
1113	Students have not developed a respect for order with justice.	Y	N	U		1	2	3	4	5	6	7
1114	Students do not possess a personal value system which maintains individual integrity in group relationships.	Y	N	U		1	2	3	4	5	6	7
1115	Democracy and democratic processes are not practiced within the school.	Y	N	U		1	2	3	4	5	6	7
1116	Students do not feel a sense of belonging to the school community.	Y	N	U		1	2	3	4	5	6	7
1117	Students do not have a curiosity about human affairs (e.g., reading newspapers).	Y	N	U		1	2	3	4	5	6	7

____
DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

FOREIGN LANGUAGE

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1201	Students do not have basic communication skills in a language other than English.	Y	N	U		1	2	3	4	5	6	7
1202	There are no elementary foreign language courses.	Y	N	U		1	2	3	4	5	6	7
1203	There are no advanced foreign language courses.	Y	N	U		1	2	3	4	5	6	7
1204	Students are not given the opportunity to communicate outside the classroom with a person speaking a foreign language.	Y	N	U		1	2	3	4	5	6	7
1205	Content area courses (e.g., math, social studies) are not taught in a foreign language.	Y	N	U		1	2	3	4	5	6	7
1206	Foreign language courses are not visible to the public.	Y	N	U		1	2	3	4	5	6	7
1207	Curricula for less commonly taught languages are not developed or implemented.	Y	N	U		1	2	3	4	5	6	7
1208	Programs for teaching English as a second language are not sufficiently developed.	Y	N	U		1	2	3	4	5	6	7
1209	The commonalities between foreign languages and bilingual education are not stressed.	Y	N	U		1	2	3	4	5	6	7
1210	The articulation between levels in the foreign language sequence is insufficient.	Y	N	U		1	2	3	4	5	6	7
1211	Foreign language courses do not adequately stress conversational skills.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

FOREIGN LANGUAGE

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1212	Foreign language courses do not adequately stress written skills.	Y	N	U		1	2	3	4	5	6	7
1213	Students have not learned to appreciate literature written in a foreign language.	Y	N	U		1	2	3	4	5	6	7
1214	Language laboratory facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ART

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1301	Students have not developed an appreciation of color, proportion, design, and texture.	Y	N	U		1	2	3	4	5	6	7
1302	Students have not developed manipulative skills with various materials and tools, used in the arts.	Y	N	U		1	2	3	4	5	6	7
1303	Students do not effectively explore forms of creative artistic expression.	Y	N	U		1	2	3	4	5	6	7
1304	Students do not practice creativity through individual experimentation with art media.	Y	N	U		1	2	3	4	5	6	7
1305	Students cannot make judgments about the aesthetic quality of works of art.	Y	N	U		1	2	3	4	5	6	7
1306	Students do not value art as an important human experience.	Y	N	U		1	2	3	4	5	6	7
1307	Students do not produce enough individual works of art.	Y	N	U		1	2	3	4	5	6	7
1308	Students do not apply art education to other school situations.	Y	N	U		1	2	3	4	5	6	7
1309	Students are not exposed to the cultural arts.	Y	N	U		1	2	3	4	5	6	7
1310	There are insufficient elective art courses.	Y	N	U		1	2	3	4	5	6	7
1311	Students are not provided with adequate equipment and supplies to participate fully in art education.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ART

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1312	Students are not given sufficient opportunity to learn about photography	Y	N	U		1	2	3	4	5	6	7
1313	Students are not given sufficient opportunity to learn about film-making.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MUSIC

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1401	Students are not encouraged or helped to learn to play a musical instrument of their choice.	Y	N	U		1	2	3	4	5	6	7
1402	Students cannot read standard music notation.	Y	N	U		1	2	3	4	5	6	7
1403	Students cannot perceive the various elements of music (e.g., rhythm, melody, and harmony).	Y	N	U		1	2	3	4	5	6	7
1404	Students cannot perceive structure in music.	Y	N	U		1	2	3	4	5	6	7
1405	Students do not know common musical terms.	Y	N	U		1	2	3	4	5	6	7
1406	Students cannot identify musical instruments.	Y	N	U		1	2	3	4	5	6	7
1407	Students do not know standard pieces of music by title, composer, or description.	Y	N	U		1	2	3	4	5	6	7
1408	Students have insufficient knowledge about the history of music.	Y	N	U		1	2	3	4	5	6	7
1409	Students cannot make judgments about the quality of music.	Y	N	U		1	2	3	4	5	6	7
1410	Students do not appreciate listening to music.	Y	N	U		1	2	3	4	5	6	7
1411	Students cannot listen to music with understanding.	Y	N	U		1	2	3	4	5	6	7
1412	Students do not enjoy performing musically (e.g., through singing, playing an instrument, or creating rhythm).	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MUSIC

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1413	Students cannot create melodies and rhythms to express ideas and moods.	Y	N	U		1	2	3	4	5	6	7
1414	Students do not know the musical resources of the community.	Y	N	U		1	2	3	4	5	6	7
1415	Students are given insufficient opportunity to express themselves artistically through dance.	Y	N	U		1	2	3	4	5	6	7
1416	There is insufficient support for extracurricular music activities (e.g., chorus, orchestra, band).	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

LITERATURE

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1501	Students cannot understand basic literary metaphors and themes.	Y	N	U		1	2	3	4	5	6	7
1502	Students cannot evaluate a work of literature.	Y	N	U		1	2	3	4	5	6	7
1503	Students are not acquainted with a wide variety of literary works.	Y	N	U		1	2	3	4	5	6	7
1504	Students are not helped to write original essays, stories, or poems.	Y	N	U		1	2	3	4	5	6	7
1505	Students do not read classical literature.	Y	N	U		1	2	3	4	5	6	7
1506	Students have not developed an interest in and do not participate in literary endeavors.	Y	N	U		1	2	3	4	5	6	7
1507	Students cannot respond to literature emotionally, reflectively, and creatively.	Y	N	U		1	2	3	4	5	6	7
1508	Students do not have an appreciation of literature.	Y	N	U		1	2	3	4	5	6	7
1509	Students are not aware of the unique characteristics of oral forms of literature (e.g., songs, jingles, sermons).	Y	N	U		1	2	3	4	5	6	7
1510	Students are not encouraged to attend literary performances (e.g., plays, operas, poetry readings).	Y	N	U		1	2	3	4	5	6	7
1511	Students cannot recreate a work of literature through oral or dramatic interpretation.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

LITERATURE

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1512	Creative dramatics skills are not taught.	Y	N	U		1	2	3	4	5	6	7
1513	Students do not seek information about contemporary literature from book, theatre, and movie reviews.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

VOCATIONAL AND CAREER EDUCATION

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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1601	Students are unaware of broad work categories or clusters of jobs.	Y	N	U		1	2	3	4	5	6	7
1602	Students are unaware of responsibilities, working conditions, and requirements for given jobs.	Y	N	U		1	2	3	4	5	6	7
1603	Students are unable to relate their own personal characteristics to occupational requirements.	Y	N	U		1	2	3	4	5	6	7
1604	Students do not know how to plan for career development or change.	Y	N	U		1	2	3	4	5	6	7
1605	Students are not aware of opportunities in fields of their choice.	Y	N	U		1	2	3	4	5	6	7
1606	Students have no knowledge of training or certification requirements for given occupations.	Y	N	U		1	2	3	4	5	6	7
1607	Students are not prepared for effective utilization of leisure time.	Y	N	U		1	2	3	4	5	6	7
1608	Students are not provided sufficient exposure to the work world for career exploration.	Y	N	U		1	2	3	4	5	6	7
1609	Students do not have work experience opportunities during schooling.	Y	N	U		1	2	3	4	5	6	7
1610	Students have inadequate job-seeking skills.	Y	N	U		1	2	3	4	5	6	7
1611	Students have inadequate manual-perceptual skills.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

VOCATIONAL AND CAREER EDUCATION

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1612	Students are not taught to plan work.	Y	N	U		1	2	3	4	5	6	7
1613	Students do not have positive attitudes toward work.	Y	N	U		1	2	3	4	5	6	7
1614	Students do not have effective work habits.	Y	N	U		1	2	3	4	5	6	7
1615	Students do not have job-safety skills.	Y	N	U		1	2	3	4	5	6	7
1616	Students are not prepared to be members of unions or professional associations.	Y	N	U		1	2	3	4	5	6	7
1617	Students have not acquired knowledge and skills about homemaking.	Y	N	U		1	2	3	4	5	6	7
1618	Students do not know about practices related to wage-earning (e.g., deductions from gross pay).	Y	N	U		1	2	3	4	5	6	7
1619	Students are unable to work independently or under supervision to a degree appropriate in given work situations.	Y	N	U		1	2	3	4	5	6	7
1620	Students are not taught decision-making skills which can be applied to life and career decisions.	Y	N	U		1	2	3	4	5	6	7
1621	Youth organizations and activities related to occupational education are not available.	Y	N	U		1	2	3	4	5	6	7
1622	There are no local district advisory committees for career and vocational education.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ________________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

VOCATIONAL AND CAREER EDUCATION

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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1623	Facilities and equipment are not adequate for vocational and career education programs.	Y	N	U		1	2	3	4	5	6	7
1624	There is no career education for special education students.	Y	N	U		1	2	3	4	5	6	7
1625	There is no meaningful student and adult exchange of values and ideas about work.	Y	N	U		1	2	3	4	5	6	7
1626	Teachers of occupational education classes do not have actual work experience in the occupations they teach.	Y	N	U		1	2	3	4	5	6	7
1627	There is insufficient training in human relations (e.g., employer-employee).	Y	N	U		1	2	3	4	5	6	7
1628	All students are not provided with a marketable skill upon leaving school.	Y	N	U		1	2	3	4	5	6	7
1629	There is insufficient involvement of vocational and career educators with local industry, business, or labor unions.	Y	N	U		1	2	3	4	5	6	7
1630	Vocational and career education are not infused into the school curriculum.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ETHNIC AND MORAL EDUCATION

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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1701	The history, traditions, and concerns of America's ethnic groups are not incorporated into the entire curriculum.	Y	N	U		1	2	3	4	5	6	7
1702	Students have not developed the ability to appreciate and understand other cultures and ethnic groups.	Y	N	U		1	2	3	4	5	6	7
1703	Students do not understand or appreciate the value of cultural diversity in a society.	Y	N	U		1	2	3	4	5	6	7
1704	Students cannot form satisfactory and responsible relations with people of different backgrounds.	Y	N	U		1	2	3	4	5	6	7
1705	Students do not accept the worth of different dialects, accents, and languages as valid means of communications.	Y	N	U		1	2	3	4	5	6	7
1706	Strategies that promote racial understanding have not been taught.	Y	N	U		1	2	3	4	5	6	7
1707	Students are unaware of the contributions of ethnic groups to American society.	Y	N	U		1	2	3	4	5	6	7
1708	There are no curriculum materials dealing with inner-city issues.	Y	N	U		1	2	3	4	5	6	7
1709	Teachers are not provided with materials or curriculum models that effectively address ethnic education.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ETHNIC AND MORAL EDUCATION

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2
2 = Grades 3-6
3 = Grades 7-8
4 = Grades 9-12
5 = All grades

If you circled (Y), circle the **one** number below that describes the **best** evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
1710	There are no courses that foster indepth understanding of a particular culture.	Y	N	U		1	2	3	4	5	6	7
1711	Students do not understand the personal and social effects of discriminatory practices.	Y	N	U		1	2	3	4	5	6	7
1712	Students are unaware of the origins and effects of stereotyping.	Y	N	U		1	2	3	4	5	6	7
1713	Students have not developed reasoned ethical, social or spiritual values.	Y	N	U		1	2	3	4	5	6	7
1714	Students make personal decisions without considering the moral consequences of their actions.	Y	N	U		1	2	3	4	5	6	7
1715	Students do not have the opportunity to analyze and discuss moral dilemmas.	Y	N	U		1	2	3	4	5	6	7
1716	Students have not developed a moral and ethical commitment to contribute to the well-being of all humankind.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

AFFECTIVE DEVELOPMENT

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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1801	Students do not understand the importance of self-knowledge.	Y	N	U		1	2	3	4	5	6	7
1802	Students do not have positive attitudes towards their own and others' strengths and weaknesses.	Y	N	U		1	2	3	4	5	6	7
1803	Students have not developed constructive strategies for dealing with stress and pressures which affect mental health.	Y	N	U		1	2	3	4	5	6	7
1804	Students have not learned to act on their beliefs and values.	Y	N	U		1	2	3	4	5	6	7
1805	Students have not developed self-respect and sense of self-worth.	Y	N	U		1	2	3	4	5	6	7
1806	Students have not developed a personal value and belief system.	Y	N	U		1	2	3	4	5	6	7
1807	Students are unable to solve personal problems in an emotionally satisfying manner.	Y	N	U		1	2	3	4	5	6	7
1808	Students cannot manage fear and guilt feelings.	Y	N	U		1	2	3	4	5	6	7
1809	Students are unable to handle emotional situations (e.g., conflict, competition, aggression) in constructive ways.	Y	N	U		1	2	3	4	5	6	7
1810	Students are unable to adjust emotionally to change.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

AFFECTIVE DEVELOPMENT

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1811	Students are not sufficiently concerned about their involvement and achievement in school.	Y	N	U		1	2	3	4	5	6	7
1812	Students have not developed the motivation to attend or remain in school.	Y	N	U		1	2	3	4	5	6	7
1813	Students have not learned to enjoy the process of learning and continue it throughout their lives.	Y	N	U		1	2	3	4	5	6	7
1814	Students do not recognize the importance of learning in fulfilling their potential.	Y	N	U		1	2	3	4	5	6	7
1815	Students have not developed a positive attitude toward excellence as a basic goal.	Y	N	U		1	2	3	4	5	6	7
1816	Students do not appreciate work as a satisfying experience.	Y	N	U		1	2	3	4	5	6	7
1817	Students have not developed a sense of personal responsibility.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

CRITICAL THINKING/PROBLEM SOLVING/DECISION MAKING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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1901	Students have not developed intellectual curiosity.	Y	N	U		1	2	3	4	5	6	7
1902	Students cannot integrate auditory and visual information.	Y	N	U		1	2	3	4	5	6	7
1903	Students cannot search out, examine, and use information.	Y	N	U		1	2	3	4	5	6	7
1904	Students have not learned strategies for processing information (e.g., coding, analyzing, retrieving).	Y	N	U		1	2	3	4	5	6	7
1905	Students have not developed an ability to understand the pros and cons of issues.	Y	N	U		1	2	3	4	5	6	7
1906	Students cannot see short- and long-term consequences of alternatives.	Y	N	U		1	2	3	4	5	6	7
1907	Students have not acquired habits of critical judgment.	Y	N	U		1	2	3	4	5	6	7
1908	Students cannot examine critically their own abilities, limitations, potentials, and needs.	Y	N	U		1	2	3	4	5	6	7
1909	Students cannot think critically about the merits of their own work, educational progress, and decisions.	Y	N	U		1	2	3	4	5	6	7
1910	Students cannot think logically and critically in solving problems.	Y	N	U		1	2	3	4	5	6	7
1911	Students have not developed the ability to apply knowledge and skills to the solutions of real life problems.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

CRITICAL THINKING/PROBLEM SOLVING/DECISION MAKING

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1912	Students do not make use of available resources and assistance in solving problems.	Y	N	U		1	2	3	4	5	6	7
1913	Students have not developed decision-making skills.	Y	N	U		1	2	3	4	5	6	7
1914	Students cannot make choices and decisions based on the best information available.	Y	N	U		1	2	3	4	5	6	7
1915	Students have not developed the ability to arrive at independent decisions (i.e., consider alternatives, choose freely).	Y	N	U		1	2	3	4	5	6	7
1916	Students have not developed the ability to profit from past experiences.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

STUDY SKILLS

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2001	Students have not learned to use the library decimal system and card catalogue.	Y	N	U		1	2	3	4	5	6	7
2002	Students have not learned to use a dictionary while studying.	Y	N	U		1	2	3	4	5	6	7
2003	Students cannot outline material.	Y	N	U		1	2	3	4	5	6	7
2004	Students cannot summarize material.	Y	N	U		1	2	3	4	5	6	7
2005	Students cannot take notes on written or orally presented material.	Y	N	U		1	2	3	4	5	6	7
2006	Students cannot memorize material.	Y	N	U		1	2	3	4	5	6	7
2007	Students have not learned self-recitation.	Y	N	U		1	2	3	4	5	6	7
2008	Students cannot prepare reports based on material studied.	Y	N	U		1	2	3	4	5	6	7
2009	Students have not developed the ability to plan their study time effectively.	Y	N	U		1	2	3	4	5	6	7
2010	Students have not developed the ability to study independently.	Y	N	U		1	2	3	4	5	6	7
2011	Students do not know various resources available for independent study.	Y	N	U		1	2	3	4	5	6	7
2012	Students do not assume responsibility for their own learning.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

STUDY SKILLS

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2013	Students have not developed an understanding of their personal learning style.	Y	N	U		1	2	3	4	5	6	7
2014	Students are unable to use multiple sources to find information.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EARLY CHILDHOOD

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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2101	There is ineffective referral of three- to four-year-olds with severe to moderate problems or delays in language, sensory-motor, adaptive, cognitive and social-affective areas of development.	Y	N	U		1	2	3	4	5	6	7
2102	Parental involvement in home instruction for young children is not emphasized.	Y	N	U		1	2	3	4	5	6	7
2103	There is no in-service education for special educators to provide child development information.	Y	N	U		1	2	3	4	5	6	7
2104	There is no pre-school program for the gifted.	Y	N	U		1	2	3	4	5	6	7
2105	Early childhood and parent readiness programs are not provided.	Y	N	U		1	2	3	4	5	6	7
2106	Early identification of children with potential learning problems is not achieved.	Y	N	U		1	2	3	4	5	6	7
2107	Sufficient and appropriate intervention for children with potential learning problems is not provided.	Y	N	U		1	2	3	4	5	6	7
2108	There are insufficient provisions for professional service to teachers and parents in providing successful learning experiences.	Y	N	U		1	2	3	4	5	6	7
2109	There is no provision for screening of all pre-schoolers.	Y	N	U		1	2	3	4	5	6	7
2110	There is an inadequate diagnostic and prescriptive curriculum for high-risk first-grade students.	Y	N	U		1	2	3	4	5	6	7
2111	There are insufficient activities to facilitate perceptual, motor, conceptual, language, and social-emotional growth.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EARLY CHILDHOOD

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2112	Students are not pre-tested and grouped according to skill needs.	Y	N	U		1	2	3	4	5	6	7
2113	Children are not individually monitored until all skills are mastered.	Y	N	U		1	2	3	4	5	6	7
2114	The curriculum is not constructed to meet individual needs of pre-schoolers.	Y	N	U		1	2	3	4	5	6	7
2115	Readiness programs are not effectively coordinated.	Y	N	U		1	2	3	4	5	6	7
2116	There is an inadequate variety of learning situations (e.g., individual, large and small groups, free inquiry experiments).	Y	N	U		1	2	3	4	5	6	7
2117	Disruptive behavior of maladjusted kindergarten children has not been handled effectively.	Y	N	U		1	2	3	4	5	6	7
2118	Constructive and healthy relations with family have not been sufficiently emphasized.	Y	N	U		1	2	3	4	5	6	7
2119	There are insufficient pupil personnel services for the pre-kindergarten level.	Y	N	U		1	2	3	4	5	6	7
2120	The gap between pre-school, kindergarten and first grade has not been effectively bridged.	Y	N	U		1	2	3	4	5	6	7
2121	Parents and others are not used as teaching aides and bus supervisors.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

GIFTED AND TALENTED STUDENTS

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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2201	Individual enrichment programs for gifted students are not provided.	Y	N	U		1	2	3	4	5	6	7
2202	Programs to include identification of gifted children from various backgrounds and cultures are not provided.	Y	N	U		1	2	3	4	5	6	7
2203	There are no programs to identify unusual human capacities and talents.	Y	N	U		1	2	3	4	5	6	7
2204	Programs to expand learning opportunities in the arts are not provided for gifted students.	Y	N	U		1	2	3	4	5	6	7
2205	There is no pre-algebra instruction for gifted eighth graders.	Y	N	U		1	2	3	4	5	6	7
2206	There are no alternatives to reading and writing as ways of obtaining and demonstrating learning.	Y	N	U		1	2	3	4	5	6	7
2207	Innovative and exemplary programs are not provided for gifted students.	Y	N	U		1	2	3	4	5	6	7
2208	There is no pre-school program for gifted students.	Y	N	U		1	2	3	4	5	6	7
2209	Gifted students are not helped to develop leadership abilities.	Y	N	U		1	2	3	4	5	6	7
2210	Gifted students are not helped to develop good peer relations.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY   DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

GIFTED AND TALENTED STUDENTS

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2211	Gifted students are not helped to achieve emotional control.	Y	N	U		1	2	3	4	5	6	7
2212	Program evaluation of gifted and talented students is not well-developed.	Y	N	U		1	2	3	4	5	6	7
2213	Emphasis on more complex thought processes (application, analysis, synthesis and evaluation) is insufficient for gifted students.	Y	N	U		1	2	3	4	5	6	7
2214	Opportunities for self-initiated activities are not provided for gifted students.	Y	N	U		1	2	3	4	5	6	7
2215	Gifted students are not provided with the opportunity to develop independence and to choose freely among a wide range of choices.	Y	N	U		1	2	3	4	5	6	7
2216	Opportunities for creative and divergent thinking are not provided for gifted students.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

☐☐☐-☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MINORITY/DISADVANTAGED/EDUCATIONALLY HANDICAPPED

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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2301	Proven compensatory education programs are not used for economically disadvantaged children.	Y	N	U		1	2	3	4	5	6	7
2302	Special materials are not provided in the areas of contingency contracting, safety, self-concept, and self-actualization.	Y	N	U		1	2	3	4	5	6	7
2303	There are no inservice workshops on teaching minority and ethnic groups.	Y	N	U		1	2	3	4	5	6	7
2304	Administrators are not helped to view ethnic studies as an aid in desegregating schools.	Y	N	U		1	2	3	4	5	6	7
2305	The district is not provided with technical assistance in multi-ethnic curriculum development for better use of inter-school district resources.	Y	N	U		1	2	3	4	5	6	7
2306	The district has not realized the role ethnic students can play in implementing an integrated education program.	Y	N	U		1	2	3	4	5	6	7
2307	Minority pupils have not been selected to serve as leaders in promoting racial understanding.	Y	N	U		1	2	3	4	5	6	7
2308	There are no integration plans where racial and economic segregation have resulted in unequal educational opportunity.	Y	N	U		1	2	3	4	5	6	7
2309	There is no plan for individualizing instruction for disadvantaged students.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MINORITY/DISADVANTAGED/EDUCATIONALLY HANDICAPPED

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2310	There is no student-centered learning environment responsive to urban children.	Y	N	U		1	2	3	4	5	6	7
2311	Methods to improve depressed areas and to intervene with culturally deprived students have not been identified.	Y	N	U		1	2	3	4	5	6	7
2312	Feelings of prejudice, frustration and anger among minority students have not been eliminated.	Y	N	U		1	2	3	4	5	6	7
2313	Empathy and understanding of American Indians and their relation to urban culture have not been encouraged.	Y	N	U		1	2	3	4	5	6	7
2314	Disadvantaged children are not rewarded for effort and achievement.	Y	N	U		1	2	3	4	5	6	7
2315	Integration of minorities in the school is not promoted.	Y	N	U		1	2	3	4	5	6	7
2316	Minority faculty and staff are not proportional to the number of minority school children.	Y	N	U		1	2	3	4	5	6	7
2317	There is no incorporation of lay citizens and faculty of all ethnic groups into curriculum committees.	Y	N	U		1	2	3	4	5	6	7
2318	There is no bilingual or bicultural instruction.	Y	N	U		1	2	3	4	5	6	7
2319	Non-English speaking students are not provided with learning materials in both languages.	Y	N	U		1	2	3	4	5	6	7

____
DISTRICT NAME

☐☐☐-☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

NEGLECTED/DELINQUENT/DROPOUT

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2
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4 = Grades 9-12
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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
2401	There are no programs on the state or local level for the prevention of juvenile delinquency.	Y	N	U		1	2	3	4	5	6	7
2402	There is inadequate treatment of institutionalized delinquents and dependent children.	Y	N	U		1	2	3	4	5	6	7
2403	Individualized education programs in Department of Corrections juvenile facilities are not provided.	Y	N	U		1	2	3	4	5	6	7
2404	There are no programs for diagnosis and treatment of students with persistent behavior problems.	Y	N	U		1	2	3	4	5	6	7
2405	Juveniles are not provided with support services for school re-entry.	Y	N	U		1	2	3	4	5	6	7
2406	Basic reading, communication, and math skills are not stressed for neglected and delinquent students.	Y	N	U		1	2	3	4	5	6	7
2407	Neglected and delinquent students are not provided with vocational education in areas of job-getting and keeping skills.	Y	N	U		1	2	3	4	5	6	7
2408	Affective support to promote self-concept is not provided for neglected and delinquent students.	Y	N	U		1	2	3	4	5	6	7
2409	Schools do not identify early dropouts and have not established programs to provide them with entry-level skills.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

NEGLECTED/DELINQUENT/DROPOUT

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2410	Parents of potential dropouts are not visited to combat possibly apathetic home environments.	Y	N	U		1	2	3	4	5	6	7
2411	There is no program to overcome negative attitudes of potential dropouts.	Y	N	U		1	2	3	4	5	6	7
2412	There is no program for dropouts who are juvenile law offenders.	Y	N	U		1	2	3	4	5	6	7
2413	There are insufficient supportive group experiences for students with personal, educational and school problems and frustrations that lead to dropping out.	Y	N	U		1	2	3	4	5	6	7
2414	There are no services for potential dropouts who are pregnant or school-age mothers.	Y	N	U		1	2	3	4	5	6	7
2415	There is no program for dropouts to participate in cooperative education programs instead of regular school programs.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ADULT LEARNERS

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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2501	Enrollment procedures for adult learners have not been effectively examined.	Y	N	U		1	2	3	4	5	6	7
2502	There is insufficient funding for adult education.	Y	N	U		1	2	3	4	5	6	7
2503	There is no provision for joint planning for the community and various agencies concerned with adult education.	Y	N	U		1	2	3	4	5	6	7
2504	High school equivalency testing for adults does not include standardization of test administration or flexibility of administration dates and times.	Y	N	U		1	2	3	4	5	6	7
2505	There is no organized follow-up of adult graduates and dropouts.	Y	N	U		1	2	3	4	5	6	7
2506	Instruction and evaluation and promotion strategies do not take into account the potential of the adult learner.	Y	N	U		1	2	3	4	5	6	7
2507	Auditory and visual screening tests and minimum levels required for instruction have not been established for adult learners.	Y	N	U		1	2	3	4	5	6	7
2508	There are no tests with content suitable for adult learners.	Y	N	U		1	2	3	4	5	6	7
2509	Supplemental income and retraining programs for older adults to secure part-time employment is not provided.	Y	N	U		1	2	3	4	5	6	7

____
DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ADULT LEARNERS

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2510	There are no support services (such as child-care and transportation) for adult learners.	Y	N	U		1	2	3	4	5	6	7
2511	There are not enough adult-level curriculum materials for adult learners.	Y	N	U		1	2	3	4	5	6	7
2512	Realistic pacing for adult learners' self-instruction has not been determined.	Y	N	U		1	2	3	4	5	6	7
2513	Positive feedback techniques for motivating adult learners have not been developed.	Y	N	U		1	2	3	4	5	6	7
2514	There is no provision for adult bilingual and bicultural programs.	Y	N	U		1	2	3	4	5	6	7
2515	Study skills are not taught to adult learners.	Y	N	U		1	2	3	4	5	6	7
2516	Community skills have not been developed in adult learners.	Y	N	U		1	2	3	4	5	6	7
2517	There is insufficient emphasis on developing coping, vocational and career-oriented skills in adult learners.	Y	N	U		1	2	3	4	5	6	7
2518	There are no pre-retirement assistance programs for adults.	Y	N	U		1	2	3	4	5	6	7
2519	Adult learners are not accorded sufficient status in the educational system.	Y	N	U		1	2	3	4	5	6	7

______________________ DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MENTALLY IMPAIRED

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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2601	Special education pupils are not helped to unlearn negative behavior patterns and learn positive ones.	Y	N	U		1	2	3	4	5	6	7
2602	There is no structural linguistic language program with a multi-sensory approach for mentally impaired students.	Y	N	U		1	2	3	4	5	6	7
2603	Materials and instruction for medically, emotionally, and educably mentally handicapped children are not provided.	Y	N	U		1	2	3	4	5	6	7
2604	There are no special education programs to teach arts and crafts to trainable and educable mentally handicapped students.	Y	N	U		1	2	3	4	5	6	7
2605	There are no special education programs to teach self-care, communication, social skills, and pre-vocational preparation to trainably mentally handicapped students.	Y	N	U		1	2	3	4	5	6	7
2606	Daily performance measures of basic skills of special education students is not obtained.	Y	N	U		1	2	3	4	5	6	7
2607	There is ineffective referral of three- to four-year-olds with severe to moderate problems or delays in language, sensory-motor, adaptive, cognitive and social-affective areas of development.	Y	N	U		1	2	3	4	5	6	7
2608	There are no in-service programs to train staff to deal with learning disabilities.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME

COUNTY - DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MENTALLY IMPAIRED

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2609	Curricular techniques have not been modified to suit the learning disabled.	Y	N	U		1	2	3	4	5	6	7
2610	Students' reintegration into the public school is not aided through transfer of information about mentally impaired students.	Y	N	U		1	2	3	4	5	6	7
2611	There is no provision for a pre-sheltered workshop to improve verbal, computational, psychomotor, or affective and social skills of mentally impaired students.	Y	N	U		1	2	3	4	5	6	7
2612	Parental involvement in home instruction for mentally impaired students is not emphasized.	Y	N	U		1	2	3	4	5	6	7
2613	There are no multi-media workshops or practical remedial activities for mentally impaired students.	Y	N	U		1	2	3	4	5	6	7
2614	There are no alternative occupational programs to insure safe, effective employment for mentally impaired students.	Y	N	U		1	2	3	4	5	6	7
2615	There are no special education programs to teach basic household skills to mentally impaired students.	Y	N	U		1	2	3	4	5	6	7
2616	There is no inservice education for special educators to assist in training paraprofessionals, i.e., bus drivers, aides, etc.	Y	N	U		1	2	3	4	5	6	7
2617	There are no programs for homebound and hospitalized students.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

LEARNING DISABLED/SPEECH AND LANGUAGE IMPAIRED/EMOTIONALLY DISTURBED/BEHAVIORALLY DISTURBED/SOCIALLY MALADJUSTED

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary:

If you circled (Y), indicate the grade level(s) at which the problem occurs:

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
2701	There are no multi-media workshops or practical remedial activities for special learners.	Y	N	U		1	2	3	4	5	6	7
2702	Regular curriculum material has not been adapted for special learners (e.g., outdoor minilabs in science, tactile materials, cassette tapes).	Y	N	U		1	2	3	4	5	6	7
2703	There are no alternative occupational programs to insure safe, effective employment for special learners.	Y	N	U		1	2	3	4	5	6	7
2704	Psycho-educational diagnosis is not available for special learners.	Y	N	U		1	2	3	4	5	6	7
2705	Early identification of children with potential learning problems is not achieved.	Y	N	U		1	2	3	4	5	6	7
2706	There are no regional diagnostic, instructional, supportive, and residential services for special learners.	Y	N	U		1	2	3	4	5	6	7
2707	Performance of special learners is not continually monitored in order to maintain success.	Y	N	U		1	2	3	4	5	6	7
2708	There is no in-service education for special educators to provide behavior management information.	Y	N	U		1	2	3	4	5	6	7
2709	There is no in-service education for special educators to provide child development information.	Y	N	U		1	2	3	4	5	6	7
2710	There is no provision for individualized tutoring or instruction for learning disabled students.	Y	N	U		1	2	3	4	5	6	7
2711	Learning disabled students are not taught a means to process data derived from interaction with experience.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

LEARNING DISABLED/SPEECH AND LANGUAGE IMPAIRED/EMOTIONALLY DISTURBED/BEHAVIORALLY DISTURBED/SOCIALLY MALADJUSTED

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2712	There are insufficient services available to meet the needs of students with Speech/Language Impairments.	Y	N	U		1	2	3	4	5	6	7
2713	There is no provision for motor-perception training and adaptive physical education for learning disabled students.	Y	N	U		1	2	3	4	5	6	7
2714	There is no program to heighten perceptual sensitivity in learning disabled students.	Y	N	U		1	2	3	4	5	6	7
2715	There is no experimentation with new and varied patterns of instruction for special learners of different ages.	Y	N	U		1	2	3	4	5	6	7
2716	Professional and consultant services are not provided to learning disabled children in regular classrooms.	Y	N	U		1	2	3	4	5	6	7
2717	There are no in-service programs to train staff to deal with learning disabilities.	Y	N	U		1	2	3	4	5	6	7
2718	Curricular techniques have not been modified to suit learning disabled students.	Y	N	U		1	2	3	4	5	6	7
2719	Students' reintegration into the public school is not aided through transfer of information about learning disabled students.	Y	N	U		1	2	3	4	5	6	7
2720	There are no programs for emotionally disturbed or behavior disordered students.	Y	N	U		1	2	3	4	5	6	7
2721	There are no alternatives to reading and writing as ways for special learners to obtain and demonstrate learning.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PHYSICALLY- MULTIPLY-VISUALLY- HEARING HANDICAPPED/BLIND/DEAF

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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2801	Sufficient tactile and sensory materials for handicapped students are not available.	Y	N	U		1	2	3	4	5	6	7
2802	There are no multi-media workshops or practical remedial activities for handicapped students.	Y	N	U		1	2	3	4	5	6	7
2803	Regular curriculum material has not been adapted for handicapped students (e.g., outdoor minilabs in science, tactile materials, cassette tapes).	Y	N	U		1	2	3	4	5	6	7
2804	Educational and cultural resources are not sufficiently used to plan and implement programs for handicapped students.	Y	N	U		1	2	3	4	5	6	7
2805	There are no alternative occupational programs to insure safe, effective employment for handicapped students.	Y	N	U		1	2	3	4	5	6	7
2806	There are no special education programs to teach basic household skills to handicapped students.	Y	N	U		1	2	3	4	5	6	7
2807	Psycho-educational diagnosis is not available for handicapped students.	Y	N	U		1	2	3	4	5	6	7
2808	Handicapped students are not effectively identified.	Y	N	U		1	2	3	4	5	6	7
2809	Health appraisals of handicapped students are not conducted to find correctable health problems such as posture, height, and weight.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PHYSICALLY- MULTIPLY- VISUALLY- HEARING HANDICAPPED/BLIND/DEAF

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2810	Physical underdevelopment in handicapped students is not identified.	Y	N	U		1	2	3	4	5	6	7
2811	There are no regional diagnostic, instructional, supportive, and residential services for handicapped students.	Y	N	U		1	2	3	4	5	6	7
2812	Regional service units are not provided to help the low-prevalence handicapped.	Y	N	U		1	2	3	4	5	6	7
2813	There are no intensive training programs for parents of hearing- and visually-handicapped children.	Y	N	U		1	2	3	4	5	6	7
2814	Home visits are not provided for hearing- and visually-handicapped children.	Y	N	U		1	2	3	4	5	6	7
2815	There is no provision for individualized tutoring or instruction for handicapped students.	Y	N	U		1	2	3	4	5	6	7
2816	There are no programs for the homebound and hospitalized.	Y	N	U		1	2	3	4	5	6	7
2817	Physical environments have not been altered to meet the needs of handicapped students.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________ ☐☐☐ - ☐☐☐☐ COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MEDIA AND LIBRARY SERVICES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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2901	There is no media resource center for professional staff.	Y	N	U		1	2	3	4	5	6	7
2902	There is no center for curriculum development and reform.	Y	N	U		1	2	3	4	5	6	7
2903	The media facility is not readily available (e.g., during and after school or during vacation).	Y	N	U		1	2	3	4	5	6	7
2904	Media materials are not evaluated before purchase.	Y	N	U		1	2	3	4	5	6	7
2905	There is no media materials selection policy based on input from school personnel and community members.	Y	N	U		1	2	3	4	5	6	7
2906	A separate area for viewing and listening to media materials is not available.	Y	N	U		1	2	3	4	5	6	7
2907	Electrical outlets, light controls, and volume controls for the use of media equipment are inadequate.	Y	N	U		1	2	3	4	5	6	7
2908	There are no temperature or humidity controls to prevent media materials from deterioration.	Y	N	U		1	2	3	4	5	6	7
2909	No specimen sets of available media materials are provided in the resource center.	Y	N	U		1	2	3	4	5	6	7
2910	There are not enough books or periodicals in the library.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

MEDIA AND LIBRARY SERVICES

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
2911	There are not enough posters, art prints, maps, or globes.	Y	N	U		1	2	3	4	5	6	7
2912	Games, toys, and models are not sufficiently available.	Y	N	U		1	2	3	4	5	6	7
2913	There are not enough film projectors or films.	Y	N	U		1	2	3	4	5	6	7
2914	There are not enough slide projectors, slide viewers, or slides.	Y	N	U		1	2	3	4	5	6	7
2915	There are not enough overhead projectors, transparencies, or equipment to make transparencies.	Y	N	U		1	2	3	4	5	6	7
2916	There are not enough record players, tape recorders/players, or audio recordings.	Y	N	U		1	2	3	4	5	6	7
2917	There are no AM-FM radio receivers.	Y	N	U		1	2	3	4	5	6	7
2918	Cable television and broadcast materials are not sufficiently provided for classroom use.	Y	N	U		1	2	3	4	5	6	7
2919	There is not enough videotape equipment.	Y	N	U		1	2	3	4	5	6	7
2920	There are no still or moving cameras.	Y	N	U		1	2	3	4	5	6	7
2921	There are no copying or duplicating machines available in the library or resource center.	Y	N	U		1	2	3	4	5	6	7
2922	There are not enough typewriters.	Y	N	U		1	2	3	4	5	6	7
2923	A dry-mount press is not available for use.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

FOOD AND TRANSPORTATION SERVICES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2
2 = Grades 3-6
3 = Grades 7-8
4 = Grades 9-12
5 = All grades

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
3001	There are no school breakfast programs.	Y	N	U		1	2	3	4	5	6	7
3002	School lunch programs are not extensive enough.	Y	N	U		1	2	3	4	5	6	7
3003	Meals are not adequately nutritious.	Y	N	U		1	2	3	4	5	6	7
3004	Food menus are not varied enough.	Y	N	U		1	2	3	4	5	6	7
3005	Non-discriminatory practices in selecting free breakfast recipients are not enforced.	Y	N	U		1	2	3	4	5	6	7
3006	Menus and serving periods are not arranged to conserve time and labor.	Y	N	U		1	2	3	4	5	6	7
3007	Adequate merchandising systems (including planning and control for food services) do not exist.	Y	N	U		1	2	3	4	5	6	7
3008	There is insufficient funding for food personnel labor (e.g., food preparers, supervisors of free breakfast programs).	Y	N	U		1	2	3	4	5	6	7
3009	Food services do not meet Type A school lunch regulations.	Y	N	U		1	2	3	4	5	6	7
3010	The ninety-day supply limit for use of donated commodities is not observed.	Y	N	U		1	2	3	4	5	6	7
3011	Food preparation equipment is not adequate.	Y	N	U		1	2	3	4	5	6	7
3012	Cafeteria equipment has not been modernized.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

FOOD AND TRANSPORTATION SERVICES

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
3013	Food service personnel are not encouraged to attend training programs.	Y	N	U		1	2	3	4	5	6	7
3014	School bus services are inadequate.	Y	N	U		1	2	3	4	5	6	7
3015	There is inadequate public transportation for students.	Y	N	U		1	2	3	4	5	6	7
3016	Transportation cooperatives have not been established.	Y	N	U		1	2	3	4	5	6	7
3017	Transportation services are not contracted out.	Y	N	U		1	2	3	4	5	6	7
3018	Bus driver training has not been initiated.	Y	N	U		1	2	3	4	5	6	7
3019	Transportation safety is not emphasized.	Y	N	U		1	2	3	4	5	6	7
3020	Parents and others are not used as bus supervisors.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

HEALTH AND MEDICAL SERVICES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2
2 = Grades 3-6
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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
3101	Students, parents, and staff have little knowledge about health agencies and their functions.	Y	N	U		1	2	3	4	5	6	7
3102	Family understanding and responsibility for periodic health checkups is not promoted.	Y	N	U		1	2	3	4	5	6	7
3103	There are insufficient nursing facilities and services.	Y	N	U		1	2	3	4	5	6	7
3104	A doctor is not readily available when needed within the school.	Y	N	U		1	2	3	4	5	6	7
3105	Guidelines for certification of nurses have not been met.	Y	N	U		1	2	3	4	5	6	7
3106	Emergency care policies and procedures are inadequate.	Y	N	U		1	2	3	4	5	6	7
3107	There is no inservice program for students, teachers, administrators, and parents regarding the prevention and control of diseases.	Y	N	U		1	2	3	4	5	6	7
3108	School health programs are not consistent with district policies on health services.	Y	N	U		1	2	3	4	5	6	7
3109	There is no liaison and referral service between school health and social service agencies.	Y	N	U		1	2	3	4	5	6	7
3110	Health services have not been coordinated with those of other pupil personnel services.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

COUNSELING AND GUIDANCE SERVICES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2	4 = Grades 9-12
2 = Grades 3-6	5 = All grades
3 = Grades 7-8	

If you circled (Y), circle the one number below that describes the **best** evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
3201	There are not enough guidance and counseling personnel.	Y	N	U		1	2	3	4	5	6	7
3202	A full-time counselor is not available in each elementary school in the district.	Y	N	U		1	2	3	4	5	6	7
3203	Counseling and Guidance facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
3204	Sex, ethnic, and racial bias in guidance counseling have not been eliminated.	Y	N	U		1	2	3	4	5	6	7
3205	Counselors do not have aides for routine clerical tasks.	Y	N	U		1	2	3	4	5	6	7
3206	Guidance and counseling activities have not been coordinated with other pupil personnel services.	Y	N	U		1	2	3	4	5	6	7
3207	A variety of modes of delivery (e.g., individual, small and large group counseling) are not used to make economical use of counselors' time.	Y	N	U		1	2	3	4	5	6	7
3208	The identification and referral of students with special guidance needs is ineffective.	Y	N	U		1	2	3	4	5	6	7
3209	Guidance personnel do not pay sufficient attention to the needs of underachievers and students with low self-image.	Y	N	U		1	2	3	4	5	6	7
3210	Individual counseling for personal and adjustment problems is not provided.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

COUNSELING AND GUIDANCE SERVICES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
3211	Counselors do not assist students in understanding and accepting their abilities, interests, and opportunities.	Y	N	U		1	2	3	4	5	6	7
3212	There is no occupational interest survey for each student as part of the guidance services.	Y	N	U		1	2	3	4	5	6	7
3213	Guidance personnel do not provide adequate assistance to students regarding career and vocational decision-making.	Y	N	U		1	2	3	4	5	6	7
3214	Counselors do not encourage college-bound and vocational students to take appropriate courses and programs.	Y	N	U		1	2	3	4	5	6	7
3215	Counselors do not effectively utilize community business, industry, and agency resources.	Y	N	U		1	2	3	4	5	6	7
3216	There is no job placement service for students moving into the labor force upon leaving school.	Y	N	U		1	2	3	4	5	6	7
3217	There is no annual follow-up of counseling guidance services.	Y	N	U		1	2	3	4	5	6	7
3218	Counselors do not work with training centers to upgrade their professional skills.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PSYCHOLOGICAL AND SOCIAL WORK SERVICES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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3301	School administrators, teachers, students and parents are not aware of available psychological and social work services.	Y	N	U		1	2	3	4	5	6	7
3302	There are insufficient direct diagnostic or therapeutic psychological services for students.	Y	N	U		1	2	3	4	5	6	7
3303	There is no provision for group therapy.	Y	N	U		1	2	3	4	5	6	7
3304	Psychological needs of the student population have not been assessed.	Y	N	U		1	2	3	4	5	6	7
3305	Psychologists do not serve as consultants to the district regarding general mental health issues.	Y	N	U		1	2	3	4	5	6	7
3306	Psychological evaluations or screening of students for special placements are ineffective.	Y	N	U		1	2	3	4	5	6	7
3307	There are no staff development activities in child and adolescent psychology.	Y	N	U		1	2	3	4	5	6	7
3308	The staff is uninformed about current legal rules and regulations pertinent to psychological services.	Y	N	U		1	2	3	4	5	6	7
3309	There are no technicians trained in conducting psychological testing and interpreting results.	Y	N	U		1	2	3	4	5	6	7
3310	School psychologists do not provide in-service training to other educators in behavioral management and learning problems.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PSYCHOLOGICAL AND SOCIAL WORK SERVICES

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3311	School psychologists do not interpret their findings and provide follow-up to other school personnel directly involved.	Y	N	U		1	2	3	4	5	6	7
3312	There is no provision for family counseling.	Y	N	U		1	2	3	4	5	6	7
3313	The social work service does not function as a liaison between the school and the student's home.	Y	N	U		1	2	3	4	5	6	7
3314	The social work service does not act as a liaison between the school and the community.	Y	N	U		1	2	3	4	5	6	7
3315	Periodic evaluations of psychological and social work services are not conducted.	Y	N	U		1	2	3	4	5	6	7
3316	Psychological and social work services are not adequately coordinated with other pupil personnel services.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

COORDINATION OF RESOURCE AND SUPPORT SERVICES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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3401	A conceptual model for pupil personnel service has not been adequately defined for school personnel.	Y	N	U		1	2	3	4	5	6	7
3402	There are no written guidelines, procedures, and objectives for pupil personnel services.	Y	N	U		1	2	3	4	5	6	7
3403	There is no effective coordination among pupil personnel services.	Y	N	U		1	2	3	4	5	6	7
3404	There is no effective coordination in the use of funds within and between school agencies.	Y	N	U		1	2	3	4	5	6	7
3405	Adequate and equal delivery of pupil personnel services has not been promoted.	Y	N	U		1	2	3	4	5	6	7
3406	Delivery of pupil personnel service via the team approach has not been promoted.	Y	N	U		1	2	3	4	5	6	7
3407	The role of human resource specialist has not been developed or utilized.	Y	N	U		1	2	3	4	5	6	7
3408	Educators do not display the skills and sensitivity needed to manage educational systems in a more humane, effective, and dynamic way.	Y	N	U		1	2	3	4	5	6	7
3409	There is no coordination between pupil personnel services and other social service agencies in the community.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

COORDINATION OF RESOURCE AND SUPPORT SERVICES

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3410	The lines of communication among students, staff and parents have not been established or used effectively.	Y	N	U		1	2	3	4	5	6	7
3411	Consultative services regarding special needs of students are not provided to the school and community.	Y	N	U		1	2	3	4	5	6	7
3412	Information about the resources of pupil personnel services are not communicated to teachers, students, administrators, and the community.	Y	N	U		1	2	3	4	5	6	7
3413	There is no periodic assessment of changing needs for pupil personnel services.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EFFECTIVE EDUCATIONAL PROGRAMMING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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3501	Students are not viewed as the primary clients of the educational system.	Y	N	U		1	2	3	4	5	6	7
3502	Program plans are not developed in sufficient detail.	Y	N	U		1	2	3	4	5	6	7
3503	Program plans are not easily understood by people who work with them.	Y	N	U		1	2	3	4	5	6	7
3504	Changes in curriculum are not made in response to changing needs.	Y	N	U		1	2	3	4	5	6	7
3505	Teachers and students are not involved in decision-making on the nature of the educational experience.	Y	N	U		1	2	3	4	5	6	7
3506	Program offerings are not coordinated with other agencies to avoid duplication.	Y	N	U		1	2	3	4	5	6	7
3507	Decision-making and problem-solving methods are not stressed in educational programming.	Y	N	U		1	2	3	4	5	6	7
3508	Community needs are not adequately considered when planning educational programs.	Y	N	U		1	2	3	4	5	6	7
3509	There is no provision for maximum local control within each school district.	Y	N	U		1	2	3	4	5	6	7
3510	Coordination among district schools in programming is not effective.	Y	N	U		1	2	3	4	5	6	7
3511	There is insufficient utilization of non-teacher-certified business, industry, and labor personnel in programming.	Y	N	U		1	2	3	4	5	6	7
3512	The community's cultural resources are not effectively used in programming.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EFFECTIVE EDUCATIONAL PROGRAMMING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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3513	There are no experimental schools as alternatives to present learning environments.	Y	N	U		1	2	3	4	5	6	7
3514	There are no learning options outside of the education system as alternatives to conventional schools.	Y	N	U		1	2	3	4	5	6	7
3515	There is a sufficient variety of learning situations responsive to individual needs.	Y	N	U		1	2	3	4	5	6	7
3516	There are insufficient summer educational programs.	Y	N	U		1	2	3	4	5	6	7
3517	Occupational internships in summer are not encouraged for students.	Y	N	U		1	2	3	4	5	6	7
3518	Credit is not granted for non-classroom experiences.	Y	N	U		1	2	3	4	5	6	7
3519	Credit and non-credit furloughs to permit the pupil to leave and re-enter the school system are not offered.	Y	N	U		1	2	3	4	5	6	7
3520	There is no computer-based achievement monitoring system.	Y	N	U		1	2	3	4	5	6	7
3521	Students are not released from traditional formal-block scheduling of school time.	Y	N	U		1	2	3	4	5	6	7
3522	There is no demonstration of required competencies before graduation.	Y	N	U		1	2	3	4	5	6	7
3523	Paraprofessional aides are not effectively used.	Y	N	U		1	2	3	4	5	6	7
3524	There is an inadequate pupil-teacher ratio.	Y	N	U		1	2	3	4	5	6	7
3525	Effective interdisciplinary programming has not been achieved.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________ ☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EDUCATIONAL PLANNING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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3601	Goals, guidelines, and limits of educational planning have not been established.	Y	N	U		1	2	3	4	5	6	7
3602	Educational goals are not stated in terms of performance criteria or measurable objectives.	Y	N	U		1	2	3	4	5	6	7
3603	Measurable objectives are not used to increase accountability of teachers and administrators.	Y	N	U		1	2	3	4	5	6	7
3604	Identified needs are not stated as problems towards which planning should be directed.	Y	N	U		1	2	3	4	5	6	7
3605	There is no provision for systematic long-range planning.	Y	N	U		1	2	3	4	5	6	7
3606	There is no provision for faculty, student, community, and advisory committee involvement in long-range planning.	Y	N	U		1	2	3	4	5	6	7
3607	There are no programs of diagnosis, prescription, and evaluation to assist planning efforts.	Y	N	U		1	2	3	4	5	6	7
3608	Data used for planning are not comprehensive enough.	Y	N	U		1	2	3	4	5	6	7
3609	School planners do not have the skills to interpret statistical data.	Y	N	U		1	2	3	4	5	6	7
3610	Planning skills and techniques are not disseminated to school administrators.	Y	N	U		1	2	3	4	5	6	7
3611	On-line computers are not available to store and retrieve data useful for planning.	Y	N	U		1	2	3	4	5	6	7
3612	Not enough time is devoted to educational planning.	Y	N	U		1	2	3	4	5	6	7
3613	Planning is not under local control.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EDUCATIONAL PLANNING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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3614	There is no community participation in the planning of new schools.	Y	N	U		1	2	3	4	5	6	7
3615	Outside consultants are not used effectively for educational planning.	Y	N	U		1	2	3	4	5	6	7
3616	Staff development is not effectively planned.	Y	N	U		1	2	3	4	5	6	7
3617	Planning councils do not have continuity (e.g., year round duty) and are not provided with release time or compensation.	Y	N	U		1	2	3	4	5	6	7
3618	Needed personnel, materials, services and costs related to planning are not identified.	Y	N	U		1	2	3	4	5	6	7
3619	Assessment data on current programs are not used to plan for necessary program revisions.	Y	N	U		1	2	3	4	5	6	7
3620	Educational planning does not include a sufficient number of alternatives for implementation.	Y	N	U		1	2	3	4	5	6	7
3621	There is no model to apply state funding formulas to project revenues and expenses.	Y	N	U		1	2	3	4	5	6	7
3622	There is no model to predict the number and cost of new, continuing and retiring faculty members.	Y	N	U		1	2	3	4	5	6	7
3623	There is no model to project school and district enrollment to determine future needs.	Y	N	U		1	2	3	4	5	6	7
3624	Plans are not made to ensure maximally efficient use of resources.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

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COUNTY - DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PRE-SERVICE EDUCATION

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3701	Teacher education centers in local school districts are not provided.	Y	N	U		1	2	3	4	5	6	7
3702	Teachers of teachers do not have recent classroom experience.	Y	N	U		1	2	3	4	5	6	7
3703	Prospective teachers are not exposed to a variety of teaching and learning options, or a wide range of classroom environments.	Y	N	U		1	2	3	4	5	6	7
3704	The competence of teachers is not assessed when when they are certified.	Y	N	U		1	2	3	4	5	6	7
3705	Psychological knowledge is not translated into lay language before it is presented to teachers.	Y	N	U		1	2	3	4	5	6	7
3706	The study of the learning process is not included in teacher education.	Y	N	U		1	2	3	4	5	6	7
3707	There are no learning experiences to develop self-awareness in teachers.	Y	N	U		1	2	3	4	5	6	7
3708	Teachers are not trained to teach in a variety of types of schools.	Y	N	U		1	2	3	4	5	6	7
3709	There is no emphasis on training teachers to be generalists as well as specialists.	Y	N	U		1	2	3	4	5	6	7
3710	Teachers are not trained to have multiple areas of competency.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________ COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PRE-SERVICE EDUCATION

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3711	Teachers are not taught skills in motivating students.	Y	N	U		1	2	3	4	5	6	7
3712	Teachers are not taught sufficient interpersonal skills.	Y	N	U		1	2	3	4	5	6	7
3713	Teachers are not taught skills in diagnosing problems and prescribing and implementing resolutions.	Y	N	U		1	2	3	4	5	6	7
3714	Content-area teachers are not adequately trained in their subject area.	Y	N	U		1	2	3	4	5	6	7
3715	Financing for teacher education is insufficient.	Y	N	U		1	2	3	4	5	6	7
3716	Teachers are not prepared for non-traditional, non-school settings.	Y	N	U		1	2	3	4	5	6	7
3717	Teacher education courses are not continually evaluated for their quality and relevance.	Y	N	U		1	2	3	4	5	6	7
3718	Teachers are not taught that students must be active participants in learning.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

IN SERVICE EDUCATION

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3801	Teacher in-service education insufficiently emphasizes personal and professional growth and development.	Y	N	U		1	2	3	4	5	6	7
3802	There is inadequate provision of release-time for in-service education.	Y	N	U		1	2	3	4	5	6	7
3803	Teachers are not encouraged or guided in experimentation with varied teaching techniques.	Y	N	U		1	2	3	4	5	6	7
3804	Training to up-grade teacher competencies is not provided.	Y	N	U		1	2	3	4	5	6	7
3805	Optional reading courses for up-grading teaching skills are not provided.	Y	N	U		1	2	3	4	5	6	7
3806	There is no process manual describing effective approaches to teaching.	Y	N	U		1	2	3	4	5	6	7
3807	There is no technical assistance for those participating in in-service training.	Y	N	U		1	2	3	4	5	6	7
3808	There are no in-service workshops for substitute teachers and para-professionals.	Y	N	U		1	2	3	4	5	6	7
3809	In-service education is not an integral part of the accountability system.	Y	N	U		1	2	3	4	5	6	7
3810	There are no individualized in-service programs.	Y	N	U		1	2	3	4	5	6	7
3811	In-service education is not prescribed on the basis of teacher evaluations.	Y	N	U		1	2	3	4	5	6	7
3812	Teachers are not given in-service training on affective education (e.g., teaching self-concept, attitude development).	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

IN SERVICE EDUCATION

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3813	Teachers are not given in-service training on behavior modification techniques.	Y	N	U		1	2	3	4	5	6	7
3814	Teachers are not given in-service training on principles of group dynamics. (e.g., leadership, communication, conflict).	Y	N	U		1	2	3	4	5	6	7
3815	Teachers are not given in-service training on developments in environmental education.	Y	N	U		1	2	3	4	5	6	7
3816	Teachers are not given in-service training on metric measurement systems.	Y	N	U		1	2	3	4	5	6	7
3817	Teachers are not given in-service training on career education concepts and information.	Y	N	U		1	2	3	4	5	6	7
3818	Teachers are not given in-service training on cultural awareness and sensitivity to minority and ethnic groups.	Y	N	U		1	2	3	4	5	6	7
3819	Teachers are not given in-service training on new teaching techniques (e.g., diagnosis and remediation, individualized and laboratory instruction).	Y	N	U		1	2	3	4	5	6	7
3820	There is no management training for school principals.	Y	N	U		1	2	3	4	5	6	7
3821	Opportunities for small-group interaction between staff and students are not provided.	Y	N	U		1	2	3	4	5	6	7
3822	There is no in-service education on principles of child development.	Y	N	U		1	2	3	4	5	6	7
3823	There is no in-service education on working with parents.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

TEACHING METHODS AND TECHNIQUES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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3901	Traditional teacher-centered teaching is overemphasized.	Y	N	U		1	2	3	4	5	6	7
3902	There is insufficient provision for open-classroom or student-centered teaching techniques.	Y	N	U		1	2	3	4	5	6	7
3903	There is no provision for individualization of instruction.	Y	N	U		1	2	3	4	5	6	7
3904	Coaching models of teaching are not used.	Y	N	U		1	2	3	4	5	6	7
3905	Interdisciplinary inquiry teaching is not used.	Y	N	U		1	2	3	4	5	6	7
3906	The team-teaching approach is not used.	Y	N	U		1	2	3	4	5	6	7
3907	Teachers are not encouraged to experiment with a variety of teaching methods.	Y	N	U		1	2	3	4	5	6	7
3908	Students are not provided with learning experiences outside the classroom environment.	Y	N	U		1	2	3	4	5	6	7
3909	Students are not provided with short topics in nine-week sessions.	Y	N	U		1	2	3	4	5	6	7
3910	Independent study projects are not encouraged.	Y	N	U		1	2	3	4	5	6	7
3911	Students are not provided with an opportunity to participate in small group processes.	Y	N	U		1	2	3	4	5	6	7
3912	Computer-assisted instruction is not used.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

TEACHING METHODS AND TECHNIQUES

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3913	Calculators are not used as teaching aids.	Y	N	U		1	2	3	4	5	6	7
3914	There is no provision for an ungraded format.	Y	N	U		1	2	3	4	5	6	7
3915	There are no provisions for fast-paced multi-graded tutoring.	Y	N	U		1	2	3	4	5	6	7
3916	Teaching techniques do not focus on thinking skills in addition to subject matter per se.	Y	N	U		1	2	3	4	5	6	7
3917	Teaching techniques do not place enough emphasis on synthesizing and evaluating knowledge.	Y	N	U		1	2	3	4	5	6	7
3918	Students are not encouraged to work on specific real life tasks or problems.	Y	N	U		1	2	3	4	5	6	7
3919	Teaching methods do not focus on economy of learning.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

FINANCE AND STAFFING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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4001	There are not enough teaching personnel.	Y	N	U		1	2	3	4	5	6	7
4002	There are not enough non-teaching personnel.	Y	N	U		1	2	3	4	5	6	7
4003	Local procedures (including advice from students, staff, and community representatives) in selecting school personnel have not been developed.	Y	N	U		1	2	3	4	5	6	7
4004	Employee screening processes are not entirely effective or strictly job-related.	Y	N	U		1	2	3	4	5	6	7
4005	Salaries of teachers are not high enough.	Y	N	U		1	2	3	4	5	6	7
4006	Salaries of non-certified school personnel are not high enough to attract high-quality personnel.	Y	N	U		1	2	3	4	5	6	7
4007	Employee salaries are not tied to cost of living and merit.	Y	N	U		1	2	3	4	5	6	7
4008	Employee insurance benefits are insufficient.	Y	N	U		1	2	3	4	5	6	7
4009	There is insufficient economic and professional security for teachers.	Y	N	U		1	2	3	4	5	6	7
4010	Bargaining and negotiating procedures for salaries and benefits are ineffective or nonexistent.	Y	N	U		1	2	3	4	5	6	7
4011	Reduction of expenditures by terminating non-tenured staff and part-time help has not been considered.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

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COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

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4012	Reduction of expenditure by terminating tenured faculty with least service time has not been considered.	Y	N	U		1	2	3	4	5	6	7
4013	Voluntary reduction in staff has not been encouraged as a budgetary solution.	Y	N	U		1	2	3	4	5	6	7
4014	Termination practices to insure conformity with affirmative action guidelines have not been studied.	Y	N	U		1	2	3	4	5	6	7
4015	Terminated faculty members have not been helped to secure employment.	Y	N	U		1	2	3	4	5	6	7
4016	Multiple-year government funds to maintain staff are not sought or obtained.	Y	N	U		1	2	3	4	5	6	7
4017	Non-salary expenditures have not been reduced in response to budget constraints.	Y	N	U		1	2	3	4	5	6	7
4018	Purchasing and accounting procedures are not effective.	Y	N	U		1	2	3	4	5	6	7
4019	Contingency budgeting based on program priorities has not been developed.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

INDIVIDUAL RIGHTS AND RESPONSIBILITIES

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4101	There is no code of student rights and obligations.	Y	N	U		1	2	3	4	5	6	7
4102	Current rights and responsibilities of staff and administrators have not been codified or reviewed.	Y	N	U		1	2	3	4	5	6	7
4103	The rights and responsibilities of the community regarding the educational process have not been defined or maintained.	Y	N	U		1	2	3	4	5	6	7
4104	Staff has not been involved in policy-making on rights and responsibilities.	Y	N	U		1	2	3	4	5	6	7
4105	Policy is not formulated to assure staff and administration due process of law.	Y	N	U		1	2	3	4	5	6	7
4106	Children and parents are not informed of their rights when appearing in court.	Y	N	U		1	2	3	4	5	6	7
4107	The right to counsel at dispositional hearings has not been affirmed.	Y	N	U		1	2	3	4	5	6	7
4108	School children who have been in court are not permitted readmission to school.	Y	N	U		1	2	3	4	5	6	7
4109	Procedures for student dissent and student grievances have not been established.	Y	N	U		1	2	3	4	5	6	7
4110	There are no specific policies for uniform disciplinary action.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

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4111	Unjustified or illegal restrictions on student activities have not been removed.	Y	N	U		1	2	3	4	5	6	7
4112	Textbooks and curriculum materials contain sex, ethnic and/or racial bias.	Y	N	U		1	2	3	4	5	6	7
4113	Equal service to minority groups has not been provided.	Y	N	U		1	2	3	4	5	6	7
4114	Female students have fewer opportunities than male students to participate in programs of competitive team sports.	Y	N	U		1	2	3	4	5	6	7
4115	Policy on the confidentiality of student records has not been formulated.	Y	N	U		1	2	3	4	5	6	7
4116	There are no provisions to record in student files only that factual information needed to make educational decisions and to make any other student files available only to students and their parents.	Y	N	U		1	2	3	4	5	6	7
4117	Plans have not been developed to protect the personal security of students and faculty.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

PHYSICAL PLANT AND FACILITIES

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
4201	A preventive maintenance program for school facilities has not been developed.	Y	N	U		1	2	3	4	5	6	7
4202	There are insufficient playground and playing field facilities.	Y	N	U		1	2	3	4	5	6	7
4203	Present facilities and projected population requirements have not been assessed.	Y	N	U		1	2	3	4	5	6	7
4204	Construction of needed new facilities has not been planned.	Y	N	U		1	2	3	4	5	6	7
4205	A variety of sites for school facilities are not considered	Y	N	U		1	2	3	4	5	6	7
4206	Lighting has not been reduced to conserve fuel.	Y	N	U		1	2	3	4	5	6	7
4207	Buildings have not been constructed to minimize heat loss.	Y	N	U		1	2	3	4	5	6	7
4208	School buildings are not used at least at 90% capacity.	Y	N	U		1	2	3	4	5	6	7
4209	The teachers' meeting room or lounge is inadequate.	Y	N	U		1	2	3	4	5	6	7
4210	Classroom facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4211	There are inadequate parking facilities.	Y	N	U		1	2	3	4	5	6	7
4212	There are insufficient conference or meeting areas.	Y	N	U		1	2	3	4	5	6	7

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ILLINOIS PROBLEMS INDEX INSTRUMENT II:

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4213	The cafeteria facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4214	The auditorium facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4215	The library facilities are inadequate.	Y	N	U		1	2	3	4	5	6	7
4216	There are not enough offices for school personnel.	Y	N	U		1	2	3	4	5	6	7
4217	There is no area appropriate for "open-classroom" activities.	Y	N	U		1	2	3	4	5	6	7
4218	Building security and safety equipment is inadequate.	Y	N	U		1	2	3	4	5	6	7
4219	Facilities for secretarial and office staff are inadequate.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

SCHOOL-COMMUNITY RELATIONS

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4301	Community-orientation programs are not offered.	Y	N	U		1	2	3	4	5	6	7
4302	Community participation in determining the expected outcomes of the schools has not been solicited.	Y	N	U		1	2	3	4	5	6	7
4303	Facts about educational achievement have not been presented and explained to the public.	Y	N	U		1	2	3	4	5	6	7
4304	There are no cooperative programs with community agencies.	Y	N	U		1	2	3	4	5	6	7
4305	There is no advisement council of parents, students, teachers, and administrators for advisement.	Y	N	U		1	2	3	4	5	6	7
4306	Student, faculty, and community committees to resolve student-administration disputes about censorship on school media have not been established.	Y	N	U		1	2	3	4	5	6	7
4307	There has been no cooperation and communication with employers, institutions, and craft unions.	Y	N	U		1	2	3	4	5	6	7
4308	The public has not been informed of its role in school operation.	Y	N	U		1	2	3	4	5	6	7
4309	Material and human resources in the community have not been used to broaden the learning process.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

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ILLINOIS PROBLEMS INDEX INSTRUMENT II:

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4310	There are no provisions for school and community cultural arts activities.	Y	N	U		1	2	3	4	5	6	7
4311	A community resource center to consolidate educational equipment, materials, information, and services has not been provided.	Y	N	U		1	2	3	4	5	6	7
4312	The schools do not actively invite parent involvement in school-related activities.	Y	N	U		1	2	3	4	5	6	7
4313	Public relations regarding the achievements of schools is insufficient.	Y	N	U		1	2	3	4	5	6	7
4314	Schools have not established a close relationship with other academic institutions (e.g., trade schools, universities).	Y	N	U		1	2	3	4	5	6	7
4315	Members of the community (including parents) have not been involved in school policy-making.	Y	N	U		1	2	3	4	5	6	7
4316	The parent-teacher association is ineffective.	Y	N	U		1	2	3	4	5	6	7
4317	Former students are not included on occupational advisory committees.	Y	N	U		1	2	3	4	5	6	7

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ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ORGANIZATION AND OPERATIONS

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4401	Administrative functions have not been adequately clarified.	Y	N	U		1	2	3	4	5	6	7
4402	Staff job descriptions are not up to date.	Y	N	U		1	2	3	4	5	6	7
4403	Decision-making at various levels of administration in big city school systems has not been clarified.	Y	N	U		1	2	3	4	5	6	7
4404	There is inadequate control and administration of the educational system in big cities.	Y	N	U		1	2	3	4	5	6	7
4405	The administrative council does not have the authority to establish ad hoc committees.	Y	N	U		1	2	3	4	5	6	7
4406	The administrative council does not make recommendations to the school board.	Y	N	U		1	2	3	4	5	6	7
4407	Council membership does not include equal representation of union and administrative personnel.	Y	N	U		1	2	3	4	5	6	7
4408	There is no affirmative action committee.	Y	N	U		1	2	3	4	5	6	7
4409	There is no provision for equal access of women or minority groups to administrative posts.	Y	N	U		1	2	3	4	5	6	7
4410	There is no student council and government.	Y	N	U		1	2	3	4	5	6	7
4411	Constructive student approaches to change have not been reinforced.	Y	N	U		1	2	3	4	5	6	7
4412	Local programs of student activism and involvement have not been initiated.	Y	N	U		1	2	3	4	5	6	7
4413	Techniques, procedures, policies and support for giving teachers more disciplinary authority over students have not been developed.	Y	N	U		1	2	3	4	5	6	7

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COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ORGANIZATION AND OPERATIONS

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4414	There is no provision for continuity of faculty, staff, and administrators.	Y	N	U		1	2	3	4	5	6	7
4415	The structure of schools has not been examined in terms of function and size.	Y	N	U		1	2	3	4	5	6	7
4416	Schools have not adapted to the needs of students by providing differing time sequences.	Y	N	U		1	2	3	4	5	6	7
4417	Student record keeping is inefficient.	Y	N	U		1	2	3	4	5	6	7
4418	The student policy handbook is inadequate.	Y	N	U		1	2	3	4	5	6	7
4419	The teacher policy handbook is inadequate.	Y	N	U		1	2	3	4	5	6	7
4420	There is no policy handbook for parents of students.	Y	N	U		1	2	3	4	5	6	7
4421	The board policy manual is inadequate.	Y	N	U		1	2	3	4	5	6	7
4422	Channels of communication among school personnel are not effectively used.	Y	N	U		1	2	3	4	5	6	7
4423	Limits of authority and channels of appeal have not been defined.	Y	N	U		1	2	3	4	5	6	7

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COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

RESEARCH AND DISSEMINATION

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4501	Studies of the effects of family life, childrearing practices, or biological factors on growth and development are not conducted.	Y	N	U		1	2	3	4	5	6	7
4502	Characteristics of migrant student populations are not investigated.	Y	N	U		1	2	3	4	5	6	7
4503	The impact of mass media on the school system has not been investigated.	Y	N	U		1	2	3	4	5	6	7
4504	Influence of TV on student attitudes, perceptions, and lifestyles has not been examined.	Y	N	U		1	2	3	4	5	6	7
4505	The effects of voucher schools have not been explored.	Y	N	U		1	2	3	4	5	6	7
4506	The effects of decentralization and consumer control on the quality of education have not been examined.	Y	N	U		1	2	3	4	5	6	7
4507	The effects of unwed pregnant students on the values and lifestyles of peers have not been studied.	Y	N	U		1	2	3	4	5	6	7
4508	Programs offered by public schools to pregnant students have not been evaluated.	Y	N	U		1	2	3	4	5	6	7
4509	Statistics on salaries, state formulas, retirement, maintenance costs, and enrollment are not available.	Y	N	U		1	2	3	4	5	6	7
4510	Research on the extent to which intervention produces lasting changes is not conducted.	Y	N	U		1	2	3	4	5	6	7
4511	University programs to prepare research practitioners to conduct applied research in the school district have not been established.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

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4512	In-service workshops to provide practitioners with knowledge of research concepts and principles are not available.	Y	N	U		1	2	3	4	5	6	7
4513	Minimum requirements for research consultants have not been established.	Y	N	U		1	2	3	4	5	6	7
4514	Research reports on the advantages of different types of assessment instruments or tests are unavailable.	Y	N	U		1	2	3	4	5	6	7
4515	Urban school issues have not been effectively explored.	Y	N	U		1	2	3	4	5	6	7
4516	Long-term studies of children and their environments are not conducted.	Y	N	U		1	2	3	4	5	6	7
4517	Staff evaluations are not shared with employees.	Y	N	U		1	2	3	4	5	6	7
4518	Research results are not disseminated throughout the educational system.	Y	N	U		1	2	3	4	5	6	7
4519	Research on alternative methods of reform is unavailable.	Y	N	U		1	2	3	4	5	6	7
4520	Research on facts that may settle disputes is not conducted by an impartial body.	Y	N	U		1	2	3	4	5	6	7
4521	Research on the costs of evaluation programs (including materials, record keeping, staff time) is unavailable.	Y	N	U		1	2	3	4	5	6	7
4522	Teachers and staff are not provided with release time to attend professional meetings.	Y	N	U		1	2	3	4	5	6	7

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DISTRICT NAME

☐☐☐ - ☐☐☐☐
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ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EVALUATION OF SCHOOL PERSONNEL

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4601	There is no clear philosophy of evaluation based on well-defined goals.	Y	N	U		1	2	3	4	5	6	7
4602	Openness is not encouraged as part of the evaluation procedure.	Y	N	U		1	2	3	4	5	6	7
4603	Evaluations and accountability are not required for tenure, merit pay, etc.	Y	N	U		1	2	3	4	5	6	7
4604	Measurement criteria and standards for the performance of roles are not established as bases for evaluation.	Y	N	U		1	2	3	4	5	6	7
4605	No direct measures of teachers' impact on student behavior are available for use in evaluation.	Y	N	U		1	2	3	4	5	6	7
4606	There are no evaluation centers.	Y	N	U		1	2	3	4	5	6	7
4607	Teachers do not participate in the evaluation process from the outset.	Y	N	U		1	2	3	4	5	6	7
4608	There is no informal rating of teachers before official ratings are made.	Y	N	U		1	2	3	4	5	6	7
4609	A data bank of evaluations is not established to analyze trends in teacher strengths and weaknesses.	Y	N	U		1	2	3	4	5	6	7
4810	Valid observational and judgmental systems for teacher evaluation are not used.	Y	N	U		1	2	3	4	5	6	7

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COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

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4611	Evaluations of teachers are not well-matched to the teachers' objectives for student learning.	Y	N	U		1	2	3	4	5	6	7
4612	Student evaluations of teachers are not conducted.	Y	N	U		1	2	3	4	5	6	7
4613	Principals are not proficient in evaluating observational reports or in discussing evaluations with teachers.	Y	N	U		1	2	3	4	5	6	7
4614	Non-class activities are not included in the evaluation of teachers.	Y	N	U		1	2	3	4	5	6	7
4615	The duties of teacher supervisors are not clearly defined or appropriately evaluated.	Y	N	U		1	2	3	4	5	6	7
4616	Evaluations of non-teaching personnel (e.g., aides, counselors, principals) are not conducted.	Y	N	U		1	2	3	4	5	6	7
4617	Teachers, parents, or students do not evaluate school administrators.	Y	N	U		1	2	3	4	5	6	7
4618	There is no evaluation of school district administrative personnel.	Y	N	U		1	2	3	4	5	6	7
4619	Evaluation results are not publicized or effectively disseminated to the school staff or community.	Y	N	U		1	2	3	4	5	6	7
4620	Evaluation data are not used to maintain the quality of school and district staff.	Y	N	U		1	2	3	4	5	6	7

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COUNTY ☐☐☐ - ☐☐☐☐ DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EVALUATION OF STUDENTS

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4701	Measurable objectives against which to judge student achievement have not been set.	Y	N	U		1	2	3	4	5	6	7
4702	There are no periodic spaced reviews of student learning (i.e., formative evaluations).	Y	N	U		1	2	3	4	5	6	7
4703	Criterion-referenced tests are not used for evaluation purposes.	Y	N	U		1	2	3	4	5	6	7
4704	There is no provision for self-evaluation or self-monitoring by students.	Y	N	U		1	2	3	4	5	6	7
4705	Student evaluations are not used to individualize instruction.	Y	N	U		1	2	3	4	5	6	7
4706	There is no annual review of students by teachers.	Y	N	U		1	2	3	4	5	6	7
4707	There are no provisions for teacher participation in student evaluation.	Y	N	U		1	2	3	4	5	6	7
4708	Openness in the process of student evaluation has not been encouraged.	Y	N	U		1	2	3	4	5	6	7
4709	Tests that show how the student learns, and not what the student has learned, are not used.	Y	N	U		1	2	3	4	5	6	7
4710	There are no procedures for measuring behavioral outcomes.	Y	N	U		1	2	3	4	5	6	7

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ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EVALUATION OF STUDENTS

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4711	Diagnostic evaluations of student reading skills are not separately analyzed for comprehension, word-attack, and study skills.	Y	N	U		1	2	3	4	5	6	7
4712	There are no performance objectives and corresponding diagnostic instruments for various reading levels.	Y	N	U		1	2	3	4	5	6	7
4713	There are no alternatives to grade point average and rank in class as assessments of the scope and quality of secondary students' education.	Y	N	U		1	2	3	4	5	6	7
4714	Time, staff, and facilities for individual student diagnosis are not provided.	Y	N	U		1	2	3	4	5	6	7
4715	Students are not given comprehensive examinations before they graduate from high school.	Y	N	U		1	2	3	4	5	6	7
4716	A data bank of evaluations, to analyze trends in student weaknesses and strengths, is not maintained.	Y	N	U		1	2	3	4	5	6	7
4717	Instruments to measure socio-emotional domains (e.g., attitudes and affective values) are not used.	Y	N	U		1	2	3	4	5	6	7

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ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EVALUATION OF EDUCATIONAL PROGRAMS

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

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CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
4801	Locally-directed program evaluations are not conducted.	Y	N	U		1	2	3	4	5	6	7
4802	A total evaluation system for learning is not in effect.	Y	N	U		1	2	3	4	5	6	7
4803	Evaluations of individual programs are not comprehensive enough.	Y	N	U		1	2	3	4	5	6	7
4804	Administrators are not fully committed to the evaluation process.	Y	N	U		1	2	3	4	5	6	7
4805	Formative evaluations of ongoing programs, which would provide feedback to teachers, are not conducted.	Y	N	U		1	2	3	4	5	6	7
4806	Local education professionals do not have strong evaluation skills.	Y	N	U		1	2	3	4	5	6	7
4807	Guidelines for writing comprehensive and measurable program objectives have not been established.	Y	N	U		1	2	3	4	5	6	7
4808	Program goals are not evaluated to see if they are worthwhile, measurable, or attainable.	Y	N	U		1	2	3	4	5	6	7
4809	Evaluation materials are not keyed to program objectives.	Y	N	U		1	2	3	4	5	6	7
4810	The assessment of program effectiveness is not based on the extent to which high-priority objectives have been achieved.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

EVALUATION OF EDUCATIONAL PROGRAMS

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4811	Longitudinal case studies of program achievement are not performed.	Y	N	U		1	2	3	4	5	6	7
4812	Test scores alone, rather than a combination of evaluative measures, are used for evaluating programs.	Y	N	U		1	2	3	4	5	6	7
4813	Phases and time schedules for the evaluation process are not clearly defined.	Y	N	U		1	2	3	4	5	6	7
4814	Evaluation methods are inadequate for assessing innovative programs.	Y	N	U		1	2	3	4	5	6	7
4815	Occupational education programs are not evaluated effectively.	Y	N	U		1	2	3	4	5	6	7
4816	Outside evaluators are used in the evaluation process, while school staff are excluded.	Y	N	U		1	2	3	4	5	6	7
4817	Evaluations of teaching methods and approaches are not used in connection with program evaluation.	Y	N	U		1	2	3	4	5	6	7
4818	Program evaluations require too much paperwork.	Y	N	U		1	2	3	4	5	6	7
4819	Programs are not modified or eliminated on the basis of evaluations.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

LEGISLATION AND REVENUE

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4901	Laws and procedures to protect the welfare of children do not have adequate community support.	Y	N	U		1	2	3	4	5	6	7
4902	Child labor laws need to be improved and enforced.	Y	N	U		1	2	3	4	5	6	7
4903	State laws regarding sexual crimes against children do not have adequate community support.	Y	N	U		1	2	3	4	5	6	7
4904	State and local laws to protect against child abuse are inadequate.	Y	N	U		1	2	3	4	5	6	7
4905	Traffic laws to protect children are not strictly enforced.	Y	N	U		1	2	3	4	5	6	7
4906	Corporal punishment has not been abolished by statute.	Y	N	U		1	2	3	4	5	6	7
4907	Existing laws to control the sale, distribution, and possession of firearms and ammunition are not strictly enforced.	Y	N	U		1	2	3	4	5	6	7
4908	Laws concerning treatment and research facilities for narcotic addicts and users of alcohol and drugs do not have adequate community support.	Y	N	U		1	2	3	4	5	6	7
4909	Adequate legislative and financial support for vocational education is not provided.	Y	N	U		1	2	3	4	5	6	7
4910	There are no existing regulations or legislation prohibiting state censorship of textbooks and teaching materials.	Y	N	U		1	2	3	4	5	6	7
4911	Legislation providing specific collective bargaining procedures for teachers has not been enacted.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

LEGISLATION AND REVENUE

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4912	Legislative and financial support for the operation, maintenance, and construction of tax-supported schools is inadequate.	Y	N	U		1	2	3	4	5	6	7
4913	There is no legislation requiring local districts to follow suggested free-breakfast guidelines.	Y	N	U		1	2	3	4	5	6	7
4914	The age for compulsory school attendance is too high.	Y	N	U		1	2	3	4	5	6	7
4915	The "loyalty oath" has not been abolished.	Y	N	U		1	2	3	4	5	6	7
4916	Current levels of state funding are inadequate to meet school and district needs.	Y	N	U		1	2	3	4	5	6	7
4917	There are inequities in state aid to local districts.	Y	N	U		1	2	3	4	5	6	7
4918	Funds for the education of exceptional children are inadequate.	Y	N	U		1	2	3	4	5	6	7
4919	Reimbursement is not provided for continuance and expansion of accredited summer school programs.	Y	N	U		1	2	3	4	5	6	7
4920	Funding to districts with large disadvantaged populations is insufficient.	Y	N	U		1	2	3	4	5	6	7
4921	Funding to provide equal athletic opportunities for both men and women is insufficient.	Y	N	U		1	2	3	4	5	6	7
4922	State aid for separately-funded school lunch programs has not been provided.	Y	N	U		1	2	3	4	5	6	7
4923	Constitutional limitations on the bonding power of schools are too restrictive.	Y	N	U		1	2	3	4	5	6	7
4924	Information on proposed or pending legislation is not available to the news media, educators, or the public.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ADMINISTRATION

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5001	The time between district requests and state office action is too long.	Y	N	U		1	2	3	4	5	6	7
5002	There is no catalog on materials available from the state education agency.	Y	N	U		1	2	3	4	5	6	7
5003	The state does not provide teachers with program outlines and curriculum guides.	Y	N	U		1	2	3	4	5	6	7
5004	The state does not provide program outlines and curriculum for special education.	Y	N	U		1	2	3	4	5	6	7
5005	The state agency has not developed and disseminated alternative strategies in art, music, and physical education for districts facing severe staff and program reduction.	Y	N	U		1	2	3	4	5	6	7
5006	Qualified educational consultants are not available to the districts.	Y	N	U		1	2	3	4	5	6	7
5007	Title-program orientation and in-service training are not provided to district office staff.	Y	N	U		1	2	3	4	5	6	7
5008	Consulting services are not provided to consolidated counties.	Y	N	U		1	2	3	4	5	6	7
5009	Consortia arrangements to increase services to local districts are not encouraged.	Y	N	U		1	2	3	4	5	6	7
5010	Area vocational schools are given more support than comprehensive secondary schools.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ______________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

ADMINISTRATION

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5011	Technical assistance in writing proposals to the state and federal government is not provided.	Y	N	U		1	2	3	4	5	6	7
5012	Administrative forms filled out by superintendents are outdated or unnecessarily complicated.	Y	N	U		1	2	3	4	5	6	7
5013	The Board of Education is not encouraged to take a more active role in fostering the continuing professional education of teachers.	Y	N	U		1	2	3	4	5	6	7
5014	A state journal on education is not published.	Y	N	U		1	2	3	4	5	6	7
5015	Certification standards for teachers are not adequate.	Y	N	U		1	2	3	4	5	6	7
5016	The state agency does not emphasize service, leadership, and research as its primary responsibilities to districts.	Y	N	U		1	2	3	4	5	6	7

DISTRICT NAME ____________________

☐☐☐ - ☐☐☐☐
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ILLINOIS PROBLEMS INDEX INSTRUMENT II:

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COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

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DISTRICT NAME

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT III:

SELECTED PROBLEM STATEMENTS

The following problem statements represent problems that have been shown to exist in your school district.

Circle the number below that represents the extent to which you would like your district to allocate resources toward solving these problems.

CODE	PROBLEM STATEMENT	Not at All	To a Small Extent	To Some Extent	To a Large Extent	To a Very Large Extent
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

DISTRICT NAME: ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT III:

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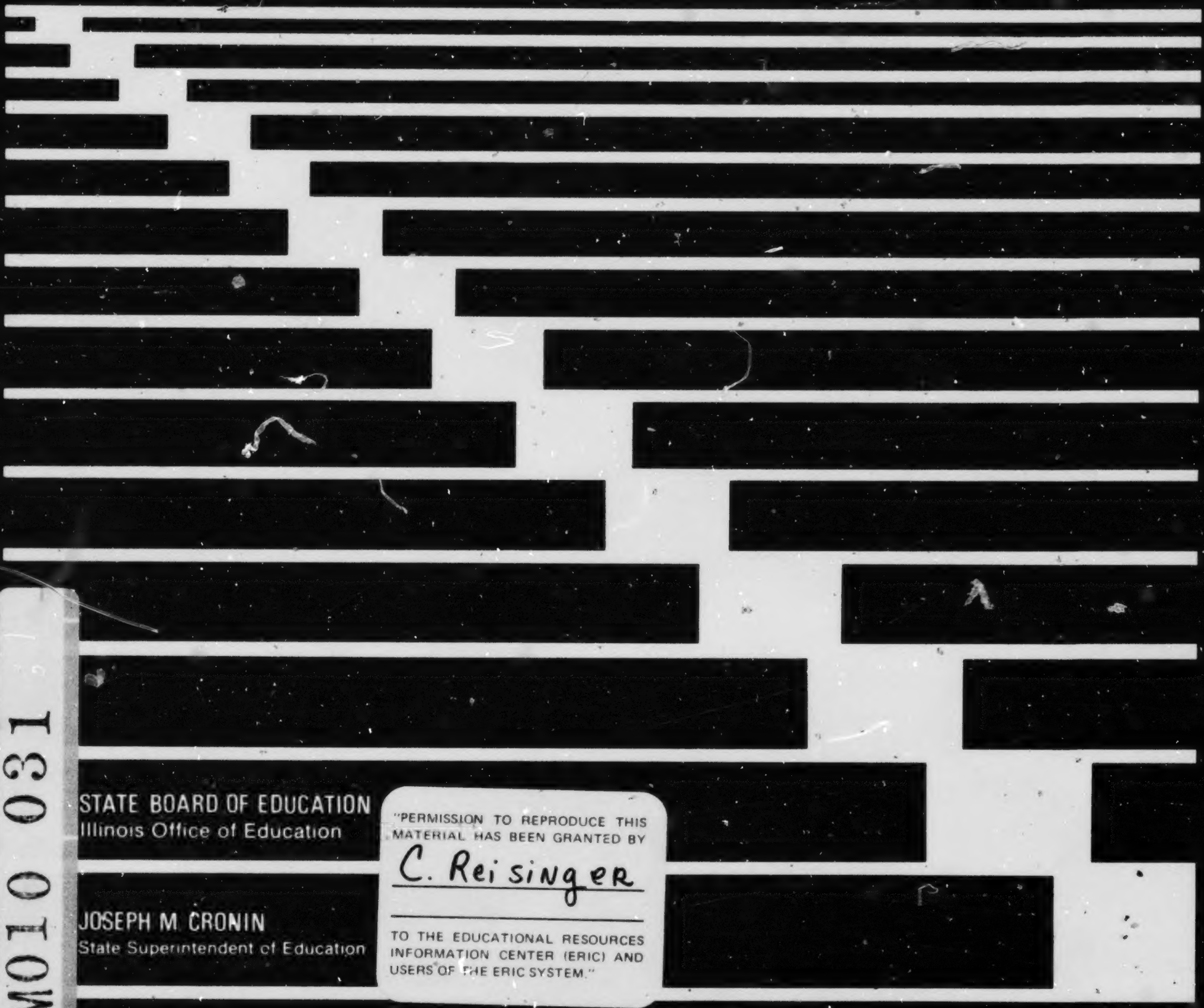
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

Establishing Educational Priorities Through the ILLINOIS PROBLEMS INDEX

User's Manual



STATE BOARD OF EDUCATION
Illinois Office of Education

JOSEPH M. CRONIN
State Superintendent of Education

PROGRAM SERVICES

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112

Foreword

There are many approaches available for use in assessing educational needs at the local level. Most are not in wide use in Illinois. After studying the matter for some time, staff at the Illinois Office of Education came to the conclusion that the complexity of such needs assessment models mitigated against their wide use. They were directed to develop an approach to needs assessment which would, while being sound in its theory and practice, be relatively uncomplicated and be characterized by ease and rapidity of administration.

These materials represent the results of our efforts. They are not designed for use in all school districts. They are designed to foster an acceptable level of effort on the part of local schools wishing to engage in problem identification and prioritization. Some districts may wish to carry on their efforts with far more complex models.

It is our hope that each school district in Illinois will use some systematic approach to the identification and prioritization of its problems. We suggest that the approach suggested in this document may be used as a measuring stick for determining what methods meet minimal professional standards.

Staff of the Illinois Office of Education are now being trained in the administration of the Illinois Problems Index and will be available to assist you in its administration.

Joseph M. Cronin

State Superintendent of Education

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What is the I.P.I.?

Educators are becoming increasingly aware of the need to examine the educational system and revitalize educational programs and services in response to the needs of students, teachers, and the community at large. The Illinois Problems Index (I.P.I.) is a process, with supporting survey instruments, that enables you to examine your educational system in a structured, sound, and meaningful manner.

Specifically, it enables you to:

- identify the educational problems currently perceived by various constituencies as existing in your district.
- evaluate these perceived problems in the light of existing evidence.
- assess the extent to which you should expend effort and resources toward solving these problems and making improvements in your educational system.

Why Use the I.P.I.?

If you adopt the Illinois Problems Index in your district, you will be able to assess and evaluate the adequacy of your current programs and services and plan improvements where problems exist. In addition, you will be availing yourself of the opportunity to:

- increase community participation in the determination of local educational problems.
- identify local school board priorities.
- develop a defensible basis for allocating limited resources to high-priority problems.
- provide documentation of district needs or problems for state and federal consideration of grants-in-aid.
- increase information-sharing and communication within your district and gain wider support for your program planning efforts.
- identify staff perceptions and staff development needs.
- relate problems identified in your district to resources available through the Illinois Resource and Dissemination Network.
- obtain longitudinal data related to program and other district concerns for planning and evaluation.

What Does the I.P.I. Process Look Like?

The I.P.I. process and supporting survey instruments are built into a simple organizational procedure that allows a district to implement them without imposing unrealistic time or resource requirements upon the participants. The system is simple and straightforward. It minimizes expenditure of time and money and maximizes the usefulness of the decision-making information that it generates.

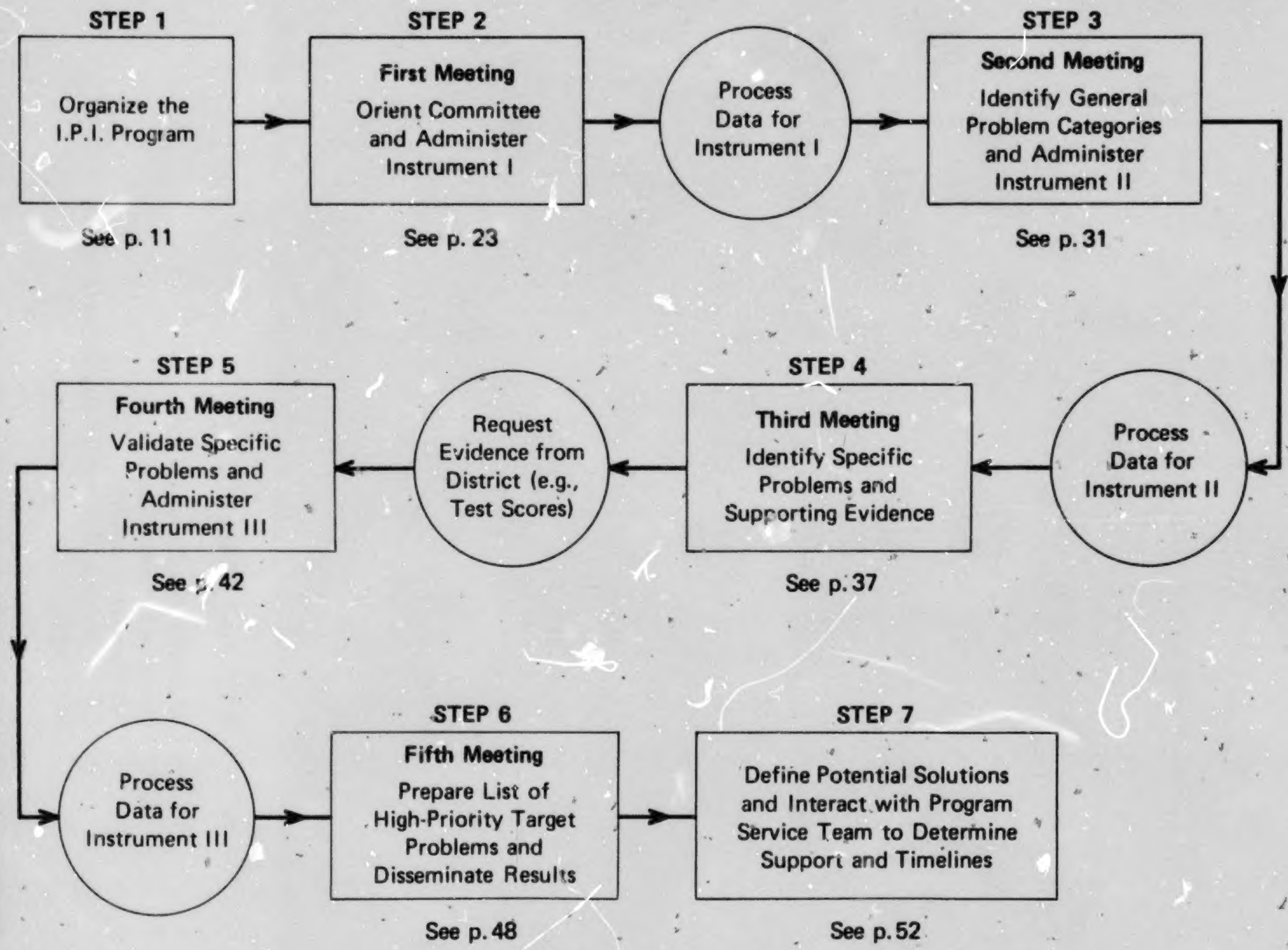
The essentials of the I.P.I. model are described in the flowchart of activities on page 3. The I.P.I. model requires only seven steps. These seven clearly-defined steps involve organizing a committee, conducting five meetings, administering three assessment instruments, and acting on the basis of your findings. These steps could easily be completed within a two-month period, depending upon the number of problem categories identified for analysis and the strategy selected for survey implementation.

How Comprehensive is the I.P.I.?

The Illinois Problems Index was developed on the basis of extensive research on educational problems that have been identified in a wide range of situations. Consequently, the survey instruments that are used in implementing the process reflect a diverse and comprehensive set of problems, any number and combination of which may require attention in your district.

The I.P.I. survey instruments are based on 50 **general problem categories**, each of which is matched to a set of approximately 20 **specific problem statements**. The general problem categories are grouped into 12 problem areas for ease of reference. The general problem categories covered by the I.P.I. instruments are described in the chart on pages 4 and 5.

THE ILLINOIS PROBLEMS INDEX – THE PROCESS


STEP 1
Organize the I.P.I. Program
See p. 11
STEP 2
First Meeting
Orient Committee and Administer Instrument I
See p. 23
Process Data for Instrument I
STEP 3
Second Meeting
Identify General Problem Categories and Administer Instrument II
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Process Data for Instrument II
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Prepare List of High-Priority Target Problems and Disseminate Results
See p. 48
STEP 7
Define Potential Solutions and Interact with Program Service Team to Determine Support and Timelines
See p. 52

GENERAL PROBLEM CATEGORIES

CURRICULUM AND INSTRUCTION IN BASIC SKILLS

01 Reading
02 Mathematics
03 Communication Skills/Language Arts
04 Readiness Skills

CURRICULUM AND INSTRUCTION IN PHYSICAL SCIENCE

05 Science
06 Environmental Education

CURRICULUM AND INSTRUCTION IN HOME AND HEALTH STUDIES

07 Consumer Education/Family Life/Home Economics
08 Health/Safety/Nutrition/Drugs and Alcohol
09 Physical Education/Athletics

CURRICULUM AND INSTRUCTION IN CULTURAL AND SOCIAL STUDIES

10 Social Studies
11 Citizenship
12 Foreign Language

CURRICULUM AND INSTRUCTION IN THE ARTS

13 Art
14 Music
15 Literature

INTERCURRICULAR CONCEPTS

16 Vocational and Career Education
17 Ethnic and Moral Education
18 Affective Development
19 Critical Thinking/Problem Solving/Decision Making
20 Study Skills

SPECIAL EDUCATIONAL SERVICES

21 Early Childhood
22 Gifted and Talented

SPECIAL EDUCATIONAL SERVICES (continued)

23 Minority/Disadvantaged/Educationally Handicapped
24 Neglected/Delinquent/Dropout
25 Adult Learners
26 Mentally Impaired
27 Learning Disabled/Speech and Language Impaired/Emotionally Disturbed/Behaviorally Disturbed/Socially Maladjusted
28 Physically–Multiply–Visually–Hearing Handicapped/Blind/Deaf

RESOURCE AND SUPPORT SERVICES

29 Media and Library Services
30 Food and Transportation Services
31 Health and Medical Services
32 Counseling and Guidance Services
33 Psychological and Social Work Services
34 Coordination of Resource and Support Services

PROGRAM PLANNING AND DEVELOPMENT

35 Effective Educational Programming
36 Educational Planning
37 Pre-Service Teacher Education
38 In-Service Teacher Education
39 Teaching Methods and Techniques

EDUCATIONAL ADMINISTRATION AND POLICY

40 Finance and Staffing
41 Individual Rights and Responsibilities
42 Physical Plant and Facilities
43 School–Community Relations
44 Organization and Operations

RESEARCH AND EVALUATION

45 Research and Dissemination
46 Evaluation of School Personnel
47 Evaluation of Students
48 Evaluation of Educational Programs

STATE AGENCY SUPPORT

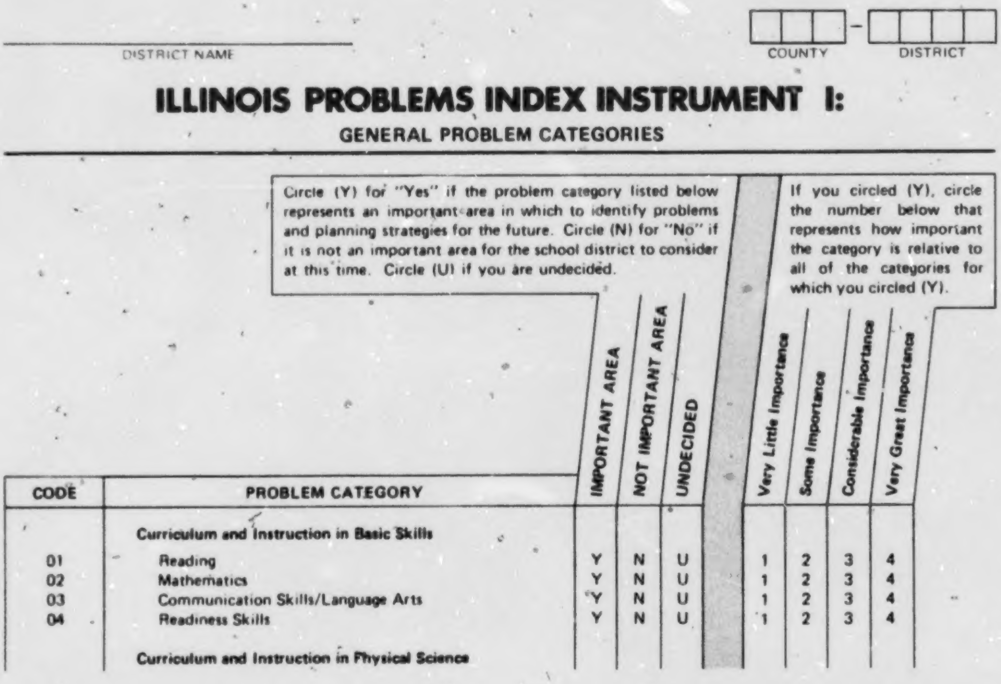
49 Legislation and Revenue
50 Administration

What Do the I.P.I. Instruments Look Like?

The I.P.I. instrumentation consists of a series of three survey instruments, sequenced to provide increasingly specific information about problems in your district. The sequencing of instruments permits you to invest energy and resources in the detailed study of only those problems which are evident in your district. Further, the instruments are flexible in that they allow the addition of problem statements that might apply to your district, but which have not been listed on the instrument.

INSTRUMENT I:

- contains a list of all 50 general problem categories.
- directs respondents to indicate for each problem category whether or not and to what extent it is important to identify problems in that category in your district.
- looks like this:



DISTRICT NAME

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT I:

GENERAL PROBLEM CATEGORIES

Circle (Y) for "Yes" if the problem category listed below represents an important area in which to identify problems and planning strategies for the future. Circle (N) for "No" if it is not an important area for the school district to consider at this time. Circle (U) if you are undecided.

If you circled (Y), circle the number below that represents how important the category is relative to all of the categories for which you circled (Y).

CODE	PROBLEM CATEGORY	IMPORTANT AREA	NOT IMPORTANT AREA	UNDECIDED	Very Little Importance	Some Importance	Considerable Importance	Very Great Importance
	Curriculum and Instruction in Basic Skills							
01	Reading	Y	N	U	1	2	3	4
02	Mathematics	Y	N	U	1	2	3	4
03	Communication Skills/Language Arts	Y	N	U	1	2	3	4
04	Readiness Skills	Y	N	U	1	2	3	4
	Curriculum and Instruction in Physical Science							

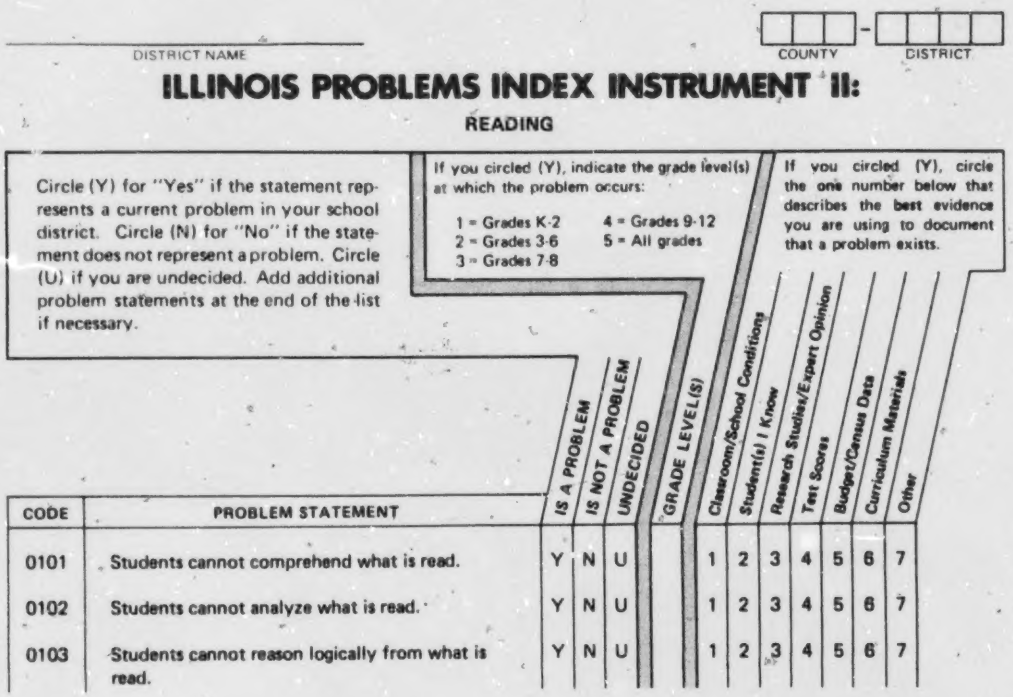
INSTRUMENT II:

- contains at least one separate page for each of the problem categories on Instrument I, listing specific problem statements in each problem category.

- may be selectively administered for only those problem categories considered to be important on the basis of responses to Instrument I.

- directs respondents to indicate whether each problem statement represents a specific problem in the district and what evidence is being used to document perception of the problem.

- looks like this:



____
DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

READING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

If you circled (Y), indicate the grade level(s) at which the problem occurs:

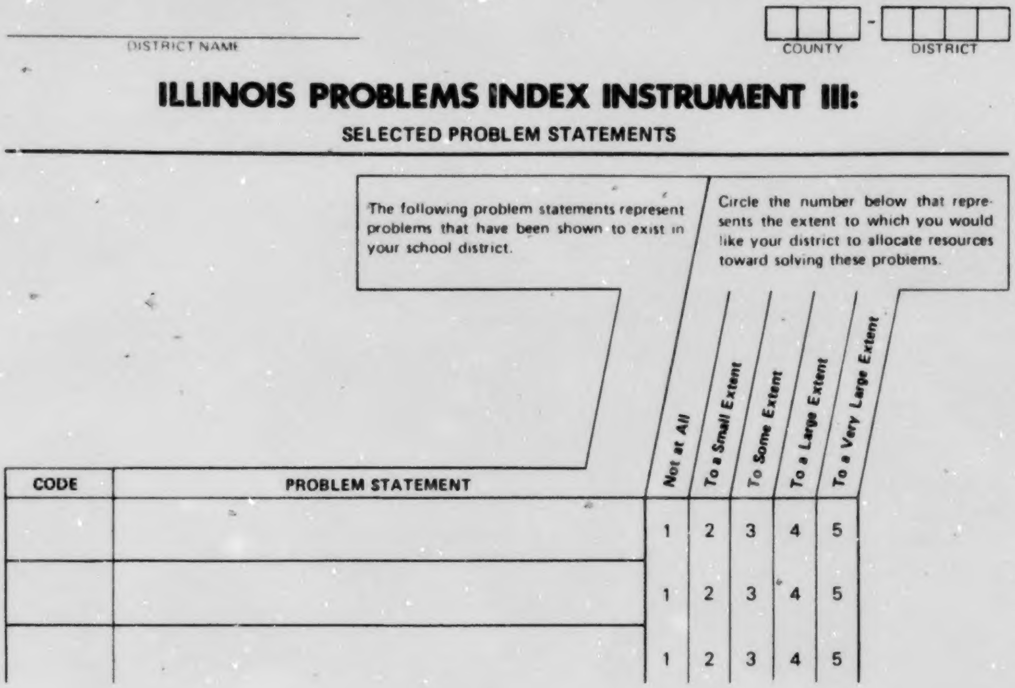
1 = Grades K-2
2 = Grades 3-6
3 = Grades 7-8
4 = Grades 9-12
5 = All grades

If you circled (Y), circle the one number below that describes the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0101	Students cannot comprehend what is read.	Y	N	U		1	2	3	4	5	6	7
0102	Students cannot analyze what is read.	Y	N	U		1	2	3	4	5	6	7
0103	Students cannot reason logically from what is read.	Y	N	U		1	2	3	4	5	6	7

INSTRUMENT III:

- is a customized subset of high-priority specific problem statements identified on the basis of responses to Instrument II.
- directs respondents to indicate the extent to which district resources should be allocated to each specific problem.
- looks like this:



DISTRICT NAME

COUNTY - DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT III:

SELECTED PROBLEM STATEMENTS

The following problem statements represent problems that have been shown to exist in your school district.

Circle the number below that represents the extent to which you would like your district to allocate resources toward solving these problems.

CODE	PROBLEM STATEMENT	Not at All	To a Small Extent	To Some Extent	To a Large Extent	To a Very Large Extent
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

How is the I.P.I. Used?

The remainder of this manual presents guidelines and instructions for implementing the Illinois Problems Index at the district level. Subsequent sections of this manual treat each of the steps in the process, providing a step-by-step "walk-through" of the model.

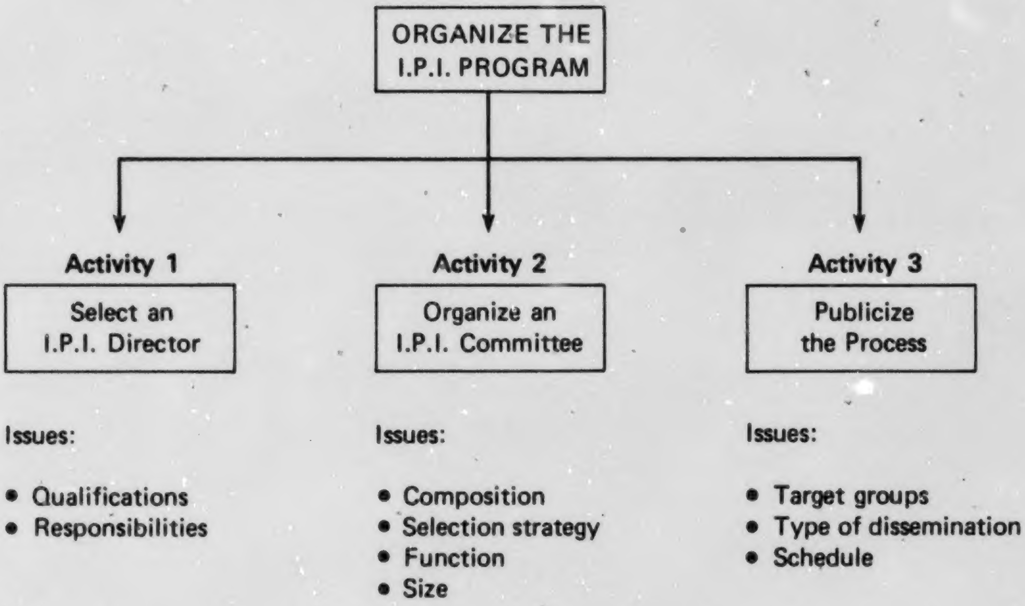
The I.P.I. process and survey instruments outlined in this manual were designed to allow flexibility at the district level. Along the way, issues are raised and alternative techniques are explored. This flexibility indicates that the I.P.I. is not intended to ensure the accountability of the district to the Illinois Office of Education. **Rather, the intention is that the I.P.I. process be self-serving to district purposes.** District personnel are encouraged to implement the process in the manner that is most appropriate to their needs.

Accordingly, each step in the process involves choices to be made in response to your local situation. The choices you make will determine the extent to which useful information will be generated and the extent to which your conclusions will be supported by all constituencies in your district. For example:

- You may choose to administer one or more instruments to the I.P.I. Committee alone or to various community constituencies.
- You may administer all or only a part of Instrument II.
- You may implement the process at the school level instead of or in addition to the district level.

STEP ONE:
Organize the I.P.I. Program

The first step in implementing the I.P.I. process is to establish a personnel structure to coordinate and conduct the I.P.I. program in your district. The three major activities of this step are outlined in the diagram below. Activity 1 (selecting an I.P.I. Director) requires careful attention in order to ensure effective management of the program. Activities 2 and 3 (selecting an I.P.I. Committee and publicizing the process) each involve several alternatives, the choice of which will determine the character and effectiveness of the I.P.I. program in your district.


ORGANIZE THE I.P.I. PROGRAM
Activity 1
Select an I.P.I. Director
Issues:
• Qualifications
• Responsibilities
Activity 2
Organize an I.P.I. Committee
Issues:
• Composition
• Selection strategy
• Function
• Size
Activity 3
Publicize the Process
Issues:
• Target groups
• Type of dissemination
• Schedule

STEP ONE – ACTIVITY 1:
SELECT AN I.P.I. DIRECTOR

It is suggested that a Director be appointed to coordinate the I.P.I. program from inception to conclusion. The Director may be a person on the district staff (for example, superintendent, assistant superintendent, test coordinator, etc.) or a person representing a local school or community group. However, at issue is the nature of the qualifications for and responsibilities of the position. The guidelines below may serve to assist in the selection of an I.P.I. Director.

Qualifications:

- willingness to learn the details of the I.P.I. model
- ability to work well with and motivate people
- knowledge of the educational setting
- managerial skills in planning, organization, and coordination
- skill in leading small groups
- ample available (release) time for project management

Responsibilities:

- assist in the selection of the I.P.I. Committee
- coordinate all I.P.I. activities
- act as a facilitator at I.P.I. Committee meetings
- serve as a communication link with district staff to ensure adequate information-sharing
- serve as liaison with the Program Service Team (PST) representative

STEP ONE – ACTIVITY 2:
ORGANIZE AN I.P.I. COMMITTEE

There are four basic issues to consider in organizing the I.P.I. Committee:

1. What is the composition of the Committee?
2. How is the Committee selected?
3. What is the function of the Committee?
4. How large should the Committee be?

All of these issues are complex and require careful consideration of the alternatives involved before a final decision is made. A discussion of each of these issues follows.

ISSUE: COMPOSITION OF THE I.P.I. COMMITTEE

It is suggested that the membership of the I.P.I. Committee be representative of a broad cross-section of the "community." "Community" refers to all individuals within the geographical boundaries of the district who are affected by your educational system.

The composition of the I.P.I. Committee can mean the difference between guessing and knowing what all constituencies believe to be the educational problems in your district. A truly representative Committee allows a variety of voices to be heard and increases the sense of community involvement in improving the educational system. The extent to which different constituencies in your district are involved in the I.P.I. program may determine the extent to which the results of the program will be supported by the community.

Below is a list of groups to be considered for representation on a broad-based I.P.I. Committee. Using this list, district personnel can begin to consider the nature of the local community and, correspondingly, to identify those groups that should be represented on the I.P.I. Committee.

A. CITIZENS AT LARGE

*1. Parents of school-age children

2. Representatives of local businesses and service, religious, and cultural organizations

3. Representatives of school-affiliated organizations (e.g., universities, trade schools)

4. Representatives of governmental organizations

5. Representatives of various ethnic and socio-economic groups

B. CITIZENS DIRECTLY INVOLVED IN THE EDUCATIONAL PROCESS

1. Students

*2. Classroom teachers in various subject areas and at various grade levels

3. School support staff (e.g., counselors, librarians)

*4. Administrative staff (e.g., principals)

*5. Local school board members

*6. Test/measurement/evaluation personnel

*A well-composed Committee will include at least one member of these groups.

ISSUE: SELECTION OF THE I.P.I. COMMITTEE

There are several methods for selecting the I.P.I. Committee. Each is outlined below along with its corresponding advantages and disadvantages. The selection strategy may be determined by the superintendent and/or the I.P.I. Director. Any of the following approaches, or combinations of them, may be considered.

1. DIRECT CONTROL STRATEGY

Description:	Individuals known to the selector(s) are identified and appointed.
Advantages:	Careful consideration can guarantee an articulate Committee which will come to early consensus.
	Known opinion leaders or "good" committee members can be appointed.
Disadvantages:	Committee consensus may not reflect community consensus.
	Persons reflecting views of the selector(s) may tend to be appointed.

2. INDIRECT CONTROL STRATEGY

Description:	A set of criteria for selection is drafted which acts as the final authority on the selection process. These guidelines are used to select individuals.
Advantages:	Chance for broad-based representation is increased.
	Selection procedure is publicly defensible
	Selection process is somewhat more objective.
	Known opinion leaders may be selected if they meet specified criteria.
	Selector(s) have less control over Committee composition.
Disadvantages:	Personal opinion of selector(s) may influence the selection of individuals, all of whom meet the specified criteria.

3. RANDOM SELECTION STRATEGY

Description:	Each member of the community is given an equal likelihood of selection. Members are randomly selected to represent pre-specified constituencies.
Advantages:	A "pure" cross-section of the community is more likely to be obtained. Represents the most publicly defensible strategy.
Disadvantages:	Known opinion leaders may not appear on Committee. Selector(s) have no control over Committee composition. Implementing the random selection requires more effort by the selector(s). Initial commitment from those selected must be won.

4. UNSTRUCTURED SELECTION STRATEGY

Description:	Participation on the Committee is by open invitation to the community.
Advantages:	Total community involvement is possible. Strategy is publicly defensible. Dissemination is accomplished rapidly.
Disadvantages:	Lack of numerical limit on Committee size makes management, communication, and consensus difficult to achieve. Committee membership is unstable and continuity is difficult to maintain. Large groups tend to become forums rather than working committees.

ISSUE: THE FUNCTION OF THE I.P.I. COMMITTEE

There are three basic alternatives to choose from in specifying the function of the I.P.I. Committee. However, in all cases the Committee has, at a minimum, the following responsibilities:

- commitment to the process and procedures of the I.P.I.
- establishing a timeline for I.P.I. activities
- monitoring each step of the I.P.I. process and achieving consensus at each step
- reviewing the data on perceived problems generated by the three survey instruments
- reviewing objective evidence that bears on the validity of the perceptions of existing problems
- providing the district with a list of specific high-priority problems at the conclusion of the I.P.I. process
- recommending actions based on the problems identified or preparing a report of the process for the district superintendent and local board of education

Given these basic responsibilities, the three alternative functions for the Committee are:

OPTION 1: The Committee members alone serve as respondents to the I.P.I. survey instruments. In addition, they serve as the review panel for the summary of their responses.

OPTION 2: The Committee serves only as a review panel. With the help of the Director, the Committee organizes the dissemination of survey instruments to all or a sample of community members and reviews the responses of community members to the instruments.

OPTION 3: The Committee has the combined functions of Options 1 and 2. That is, the Committee members respond to the instruments, disseminate the instruments to community members, and review their own and community members' responses to the instruments.

At this point it is clear that the function specified for the Committee bears an important relationship to the composition of the group. If Option 1 is selected, the district will obtain only the Committee members' judgment about what problems exist in the district. Thus, the representativeness of the Committee becomes critically important. If the Committee members will serve primarily as reviewers of the responses of community members, representativeness is less crucial for identifying perceived problems, although it is still important to have a Committee composed of individuals whose conclusions will be supported by the community.

It is possible to specify different Committee functions for different I.P.I. instruments. For example, Committee members alone might respond to Instrument I in order to identify problem categories, but serve only as reviewers of community responses to Instrument II, and so on. The choice of Committee functions for the different instruments may depend upon such considerations as the time and resources that can be devoted to collecting and analyzing responses, the desirability of having direct community involvement at one or more stages of the I.P.I. process, and the degree of confidence in the Committee's ability to reflect the community's perceptions of important problem categories, specific problems, or priorities for allocating resources to a problem.

ISSUE: THE SIZE OF THE I.P.I. COMMITTEE

The guidelines for the size of the I.P.I. Committee are based on the need to ensure a working Committee. Whether the Committee members serve only as reviewers or as both respondents and reviewers of survey instruments, they must work together effectively and come to consensus at each step in the I.P.I. process.

If the Committee members alone will respond to the survey instruments, the minimum number of Committee members should be 15-20. However, the maximum may go as high as 25-30 if effective management is exercised. If Committee members serve primarily as reviewers of community responses to the instruments, the number of members should be close to the lower, rather than the higher, end of the range.

STEP ONE – ACTIVITY 3: PUBLICIZE THE PROCESS

Effective public relations are essential to the overall success of the program. The individuals who will respond to the survey instruments or who will receive the recommendations that result from the I.P.I. process must be informed about the process from the beginning. By initiating information dissemination at an early stage you will maximize opportunities for obtaining cooperation in implementing the process and for winning community acceptance of the outcomes of the process.

Decisions about public relations strategies can be made by the district superintendent, the I.P.I. Director, or the I.P.I. Committee. If the I.P.I. Committee is not involved in decisions about publicizing the process, the I.P.I. Director may wish to begin publicity efforts before the actual Committee work begins.

Decisions about three closely related issues must be made in developing a public relations strategy. These issues and options for resolving them are discussed in the following pages.

ISSUE: SELECTION OF TARGET GROUPS

There are three target constituencies to consider in developing a public relations strategy:

1. constituencies from which I.P.I. Committee members will be selected
2. constituencies from which respondents to all or some of the survey instruments will be drawn
3. constituencies that will be informed of the outcomes of the process

Depending upon the way you decide to select members of the I.P.I. Committee, it may be necessary or desirable to inform the groups from which representatives will be selected about the initiation of the I.P.I. effort. In addition, unless only I.P.I. Committee members will respond to the I.P.I. instruments, the groups selected to respond should be targetted for information dissemination. Finally, if the results of the process are to be made known publicly, a public relations effort must be directed toward those who will receive the results. If you are conducting a district-wide program, publicity might be directed to the community at large. If your program is implemented at the school level, public relations might be focused on parents of students in the school.

In general, which groups you decide to focus on will depend on the scope of the program, how you intend to use the results, the size of the community, and the kind of relations already existing between the school and various constituencies in the community.

ISSUE: TYPE OF DISSEMINATION

Once target groups to receive publicity have been selected, a decision about strategies for reaching these groups should be made.

Decisions about the best means to reach target groups should depend upon the size and characteristics of the groups and your purpose in disseminating information to members of those groups. For example:

- If you wish to reach the community in general for the purpose of informing them of the end results of the process, it may be best to issue a news release to local newspapers concerning the purposes, method, and anticipated date of completion of the process in order to prepare the community for the eventual release of recommendations.

- If you wish to inform parents of students in a particular school of the results, it may be best to distribute a newsletter at the outset describing the process and a newsletter at the conclusion describing the results.

- If community groups are to be respondents to survey instruments, it may be advisable to inform potential respondents by letter of the process and the need for their cooperation in providing information.

As in the case of selecting target groups, the issue of selecting an information dissemination strategy should be resolved bearing in mind the nature of relationships already existing between the school and the groups targetted for publicity.

ISSUE: PUBLIC RELATIONS SCHEDULE

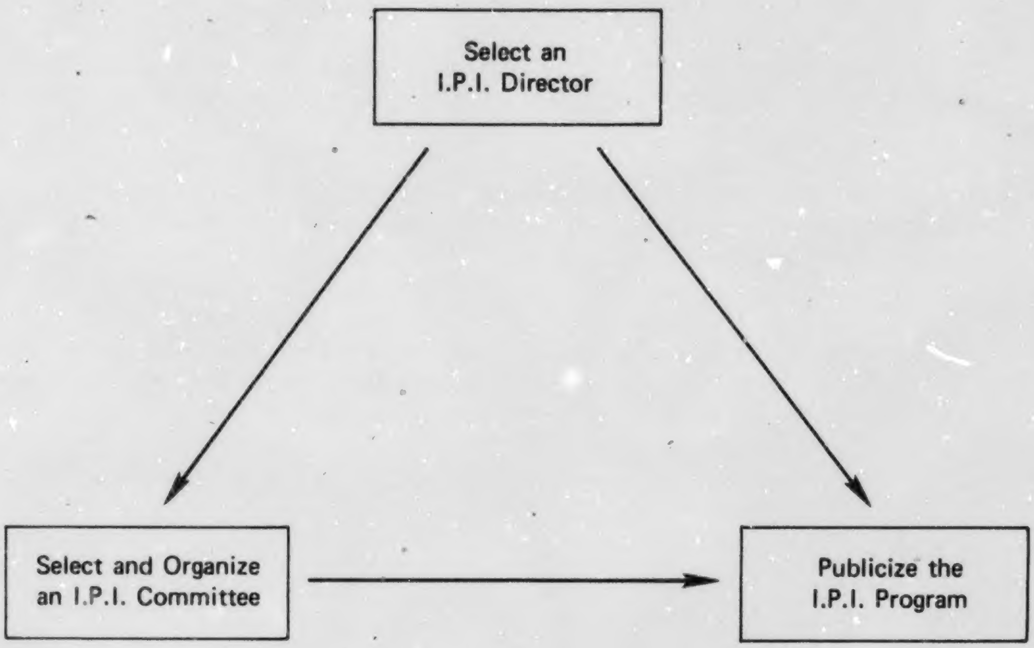
It is important to establish a time schedule for your public relations activities. In general, it is advisable to begin publicity efforts early in the I.P.I. process. Releasing information at the outset will encourage the groups concerned to feel more involved in the educational system and to be more cooperative and receptive. It also enables you to identify potential public relations problems before they become unmanageable.

The exact timing and frequency of information dissemination activities will depend upon the purpose for which information is to be released. For example:

- If the general community is to be informed of the results of the process, it may be necessary only to issue a news release at the inception describing the program and at the conclusion describing the results.

- If particular community or school constituencies are to be respondents to survey instruments, a more intensive schedule might be advisable—including news releases, newsletters, and follow-up letters to the groups involved.

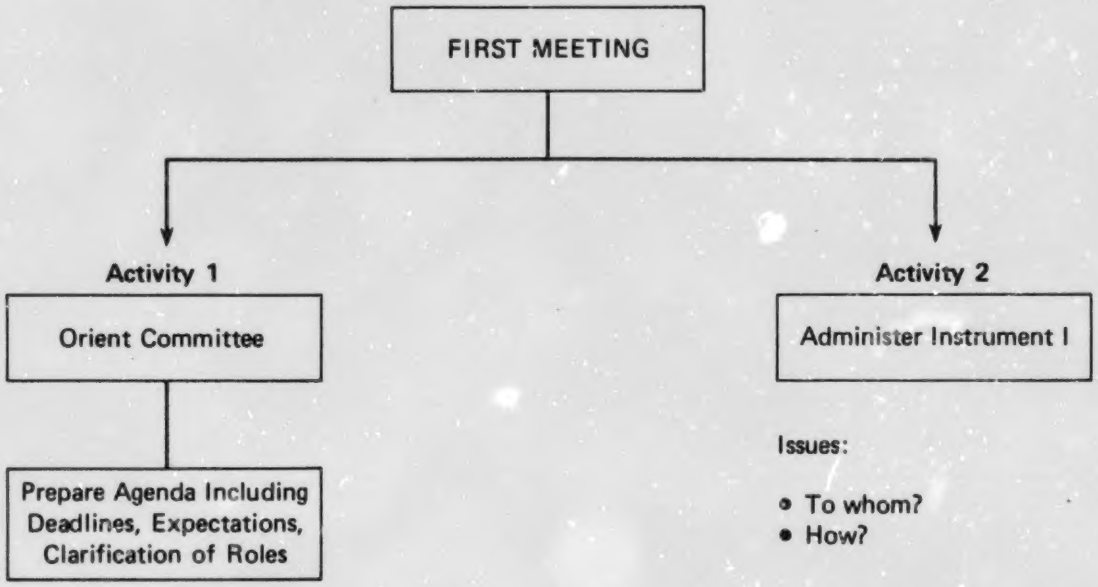
Flowchart Summary of Step One


Select an I.P.I. Director
Select and Organize an I.P.I. Committee
Publicize the I.P.I. Program

STEP TWO:

Orient I.P.I. Committee and Administer Instrument I

Step Two represents the first meeting of the I.P.I. Committee. There are two activities involved in this step. Activity 1 involves orienting the Committee members to the I.P.I. process and familiarizing them with the survey instruments. Activity 2 involves the administration of I.P.I. Instrument I.


FIRST MEETING
Activity 1
Orient Committee
Prepare Agenda Including Deadlines, Expectations, Clarification of Roles
Activity 2
Administer Instrument I
Issues:
• To whom?
• How?

STEP TWO – ACTIVITY 1:
ORIENT I.P.I. COMMITTEE

The orientation of the Committee is a very important element in the success and productivity of the I.P.I. program. The extent to which Committee members understand the purpose and value of the I.P.I. process, as well as the nature of their responsibilities, will determine how effectively they can participate in and monitor the program.

The responsibility for orienting the Committee rests with the I.P.I. Director. In order to ensure that Committee members fully understand the I.P.I. process and products, the Director must carry out certain responsibilities.

THE DIRECTOR SHOULD:

- describe the purpose of the program (see page 1).
- describe the district's reasons for adopting the program (see page 1).
- review the I.P.I. process step-by-step (see page 2).
- describe the content of the I.P.I. in terms of problem areas and categories (see page 2).
- provide each Committee member with a copy of the Instrument Package.
- describe in detail the form and function of the three I.P.I. instruments (see page 6).
- establish decision-making strategy to be used in meetings (e.g., majority vote or consensus).
- discuss a timeline for completing the I.P.I. process based on the strategy adopted for implementing the program.

STEP TWO – ACTIVITY 2: ADMINISTER INSTRUMENT I

The second activity of Step Two is the administration of I.P.I. Instrument I. Instrument I, a copy of which appears on pages 26 and 27, lists all 50 problem categories and requires respondents to indicate:

1. whether a given category represents an important area in which to identify problems in the district (yes/no/undecided), and
2. if yes, to what extent the problem category is an important one to explore (1 = little importance, 2 = some importance, 3 = considerable importance, 4 = great importance).

The administration of Instrument I permits the identification of general problem categories. Those assigned the highest priority ratings will be analyzed in greater depth via succeeding I.P.I. instruments. Instrument I requires little time to complete and ultimately serves to limit the range of problem areas that will be considered by the district, thereby enabling resources to be directed to the problem areas of highest priority.

If it has been decided that Committee members will respond to Instrument I (Option 1 or 3 on page 16), each member of the Committee should fill out a copy of the instrument at this point. **If Committee members decide they want to have their own completed instruments returned to them for reference during the review session at the next meeting, they should identify their papers before the instruments are collected for analysis.**

If it has been decided that individuals other than Committee members will respond to Instrument I (Option 2 or 3 on page 16), the Committee must at this point identify the individuals who are to receive the instrument. Two issues are germane to this activity. The first issue requires a decision regarding the selection of groups from which respondents will be drawn and the second requires a decision about the means of selecting individual respondents from those groups. These issues are addressed on pages 28 and 29.

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DISTRICT NAME

☐☐☐ – ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT I:

GENERAL PROBLEM CATEGORIES

Circle (Y) for "Yes" if the problem category listed below represents an important area in which to identify problems and planning strategies for the future. Circle (N) for "No" if it is not an important area for the school district to consider at this time. Circle (U) if you are undecided.

If you circled (Y), circle the number below that represents how important the category is relative to all of the categories for which you circled (Y).

CODE	PROBLEM CATEGORY	IMPORTANT AREA	NOT IMPORTANT AREA	UNDECIDED	Very Little Importance	Some Importance	Considerable Importance	Very Great Importance
	Curriculum and Instruction in Basic Skills							
01	Reading	Y	N	U	1	2	3	4
02	Mathematics	Y	N	U	1	2	3	4
03	Communication Skills/Language Arts	Y	N	U	1	2	3	4
04	Readiness Skills	Y	N	U	1	2	3	4
	Curriculum and Instruction in Physical Science							
05	Science	Y	N	U	1	2	3	4
06	Environmental Education	Y	N	U	1	2	3	4
	Curriculum and Instruction in Home and Health Studies							
07	Consumer Education/Family Life/Home Economics	Y	N	U	1	2	3	4
08	Health/Safety/Nutrition/Drugs and Alcohol	Y	N	U	1	2	3	4
09	Physical Education/Athletics	Y	N	U	1	2	3	4
	Curriculum and Instruction in Cultural and Social Studies							
10	Social Studies	Y	N	U	1	2	3	4
11	Citizenship	Y	N	U	1	2	3	4
12	Foreign Language	Y	N	U	1	2	3	4
	Curriculum and Instruction in the Arts							
13	Art	Y	N	U	1	2	3	4
14	Music	Y	N	U	1	2	3	4
15	Literature	Y	N	U	1	2	3	4
	Intercurricular Concepts							
16	Vocational and Career Education	Y	N	U	1	2	3	4
17	Ethnic and Moral Education	Y	N	U	1	2	3	4
18	Affective Development	Y	N	U	1	2	3	4
19	Critical Thinking/Problem Solving/Decision Making	Y	N	U	1	2	3	4
20	Study Skills	Y	N	U	1	2	3	4
	Special Educational Services							
21	Early Childhood	Y	N	U	1	2	3	4
22	Gifted and Talented	Y	N	U	1	2	3	4
23	Minority/Disadvantaged/Educationally Handicapped	Y	N	U	1	2	3	4
24	Neglected/Delinquent/Dropout	Y	N	U	1	2	3	4
25	Adult Learners	Y	N	U	1	2	3	4

DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT I:

GENERAL PROBLEM CATEGORIES

Circle (Y) for "Yes" if the problem category listed below represents an important area in which to identify problems and planning strategies for the future. Circle (N) for "No" if it is not an important area for the school district to consider at this time. Circle (U) if you are undecided.

If you circled (Y), circle the number below that represents how important the category is relative to all of the categories for which you circled (Y).

CODE	PROBLEM CATEGORY	IMPORTANT AREA	NOT IMPORTANT AREA	UNDECIDED	Very Little Importance	Some Importance	Considerable Importance	Very Great Importance
26	Mentally Impaired	Y	N	U	1	2	3	4
27	Learning Disabled/Speech and Language Impaired/ Emotionally Disturbed/Behaviorally Disturbed/ Socially Maladjusted	Y	N	U	1	2	3	4
28	Physically–Multiply–Visually–Hearing Handicapped/ Blind/Deaf	Y	N	U	1	2	3	4
	Resource and Support Services							
29	Media and Library Services	Y	N	U	1	2	3	4
30	Food and Transportation Services	Y	N	U	1	2	3	4
31	Health and Medical Services	Y	N	U	1	2	3	4
32	Counseling and Guidance Services	Y	N	U	1	2	3	4
33	Psychological and Social Work Services	Y	N	U	1	2	3	4
34	Coordination of Resource and Support Services	Y	N	U	1	2	3	4
	Program Planning and Development							
35	Effective Educational Programming	Y	N	U	1	2	3	4
36	Educational Planning	Y	N	U	1	2	3	4
37	Pre-Service Teacher Education	Y	N	U	1	2	3	4
38	In-Service Teacher Education	Y	N	U	1	2	3	4
39	Teaching Methods and Techniques	Y	N	U	1	2	3	4
	Educational Administration and Policy							
40	Finance and Staffing	Y	N	U	1	2	3	4
41	Individual Rights and Responsibilities	Y	N	U	1	2	3	4
42	Physical Plant and Facilities	Y	N	U	1	2	3	4
43	School–Community Relations	Y	N	U	1	2	3	4
44	Organization and Operations	Y	N	U	1	2	3	4
	Research and Evaluation							
45	Research and Dissemination	Y	N	U	1	2	3	4
46	Evaluation of School Personnel	Y	N	U	1	2	3	4
47	Evaluation of Students	Y	N	U	1	2	3	4
48	Evaluation of Educational Programs	Y	N	U	1	2	3	4
	State Agency Support							
49	Legislation and Revenue	Y	N	U	1	2	3	4
50	Administration	Y	N	U	1	2	3	4

ISSUE: ADMINISTER TO WHOM?

If the Committee is to function in accordance with Option 2 or 3 (page 16), Committee members must identify the group(s) that will receive the I.P.I. instruments. Since the Committee may act in accordance with Option 2 or 3 for one or more of the three I.P.I. instruments, this discussion of the identification of respondent groups applies to all three instruments.

The Committee's basic task in identifying respondent groups is to make a judgment about how best to deploy the resources available in collecting information that best reflects the perceptions of problems in the district.

The focus of the discussion about possible respondent groups should be the list of community constituencies on page 13. A number of considerations bear on the selection of one or more of these constituencies. Among these considerations might be:

- the purpose for which you are conducting the I.P.I. program.
- the relative facility with which various groups in your community can be induced to participate in the process.
- the relative importance of involving a particular group at some stage of the process.
- the resources you can devote to surveying various groups (e.g., it may require more time and resources to survey parents than to survey teachers).

In addition, the Committee might discuss whether some groups are more appropriate potential respondents for some instruments than for others. For example, a survey of several different constituencies might be considered most appropriate for Instruments I and III, whereas a survey of one particular group might be judged the best way to assess perceptions of specific problems in a given area (Instrument II). Thus, you might decide to ask teachers to respond to the Instrument II section on one high-priority problem area, but ask parents or students to respond to the section on a different problem area.

ISSUE: ADMINISTER ON WHAT BASIS?

Once a decision has been reached about which groups are to respond to the instrument, the Committee must decide whether selected constituencies will be assessed on:

1. a census basis (all members)
2. a sampling basis (selected members)

If census assessment is planned for any constituencies, the Director need only obtain a list of the names of all members of the constituency. A copy of the instrument would then be mailed or delivered to each member, with instructions for completing and returning it to the Director within a specified time period.

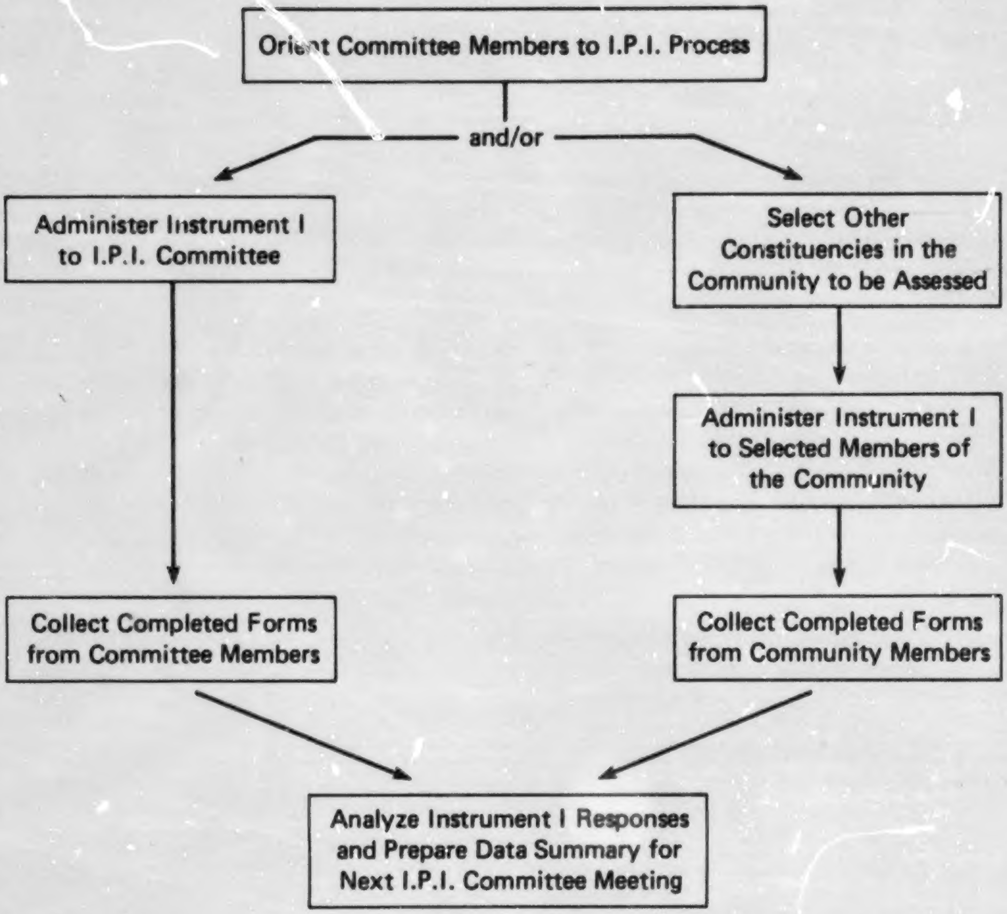
If sampling is planned for any constituencies (e.g., students or parents), the Committee must determine a sampling plan and select respondents according to the plan. Random sampling may be conducted on a strictly **formal** basis by obtaining, for example, a list of the names of all students in the district. Then each name on the list would be assigned a number and a table of random numbers could be used to select names from the list. Alternatively, random sampling could be conducted on an **informal** basis by sending a package of instruments to a principal, for example, and asking him/her to select at random a group of students or parents to respond to the instrument.

In conducting random sampling, the Committee may wish to consider representation of a cross-section of members of a group on such dimensions as:

- school attended (students, school staff)
- grade level (students)
- teaching area/subject (teachers, school support staff)
- size of institution (principals, business representatives)
- age of children (parents)

The number of respondents sampled from each constituency and the number of dimensions considered in their selection will depend on the resources of the district. However, it is the responsibility of the Director to ensure that the instruments are distributed, returned, and analyzed before the next meeting of the Committee.

Flowchart Summary of Step Two

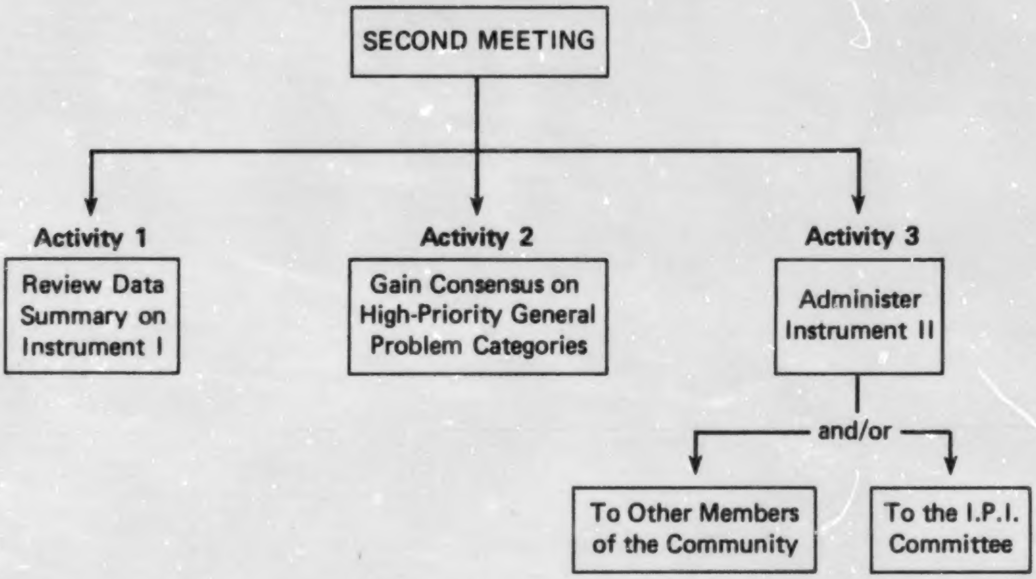

Orient Committee Members to I.P.I. Process
and/or
Administer Instrument I to I.P.I. Committee
Select Other Constituencies in the Community to be Assessed
Administer Instrument I to Selected Members of the Community
Collect Completed Forms from Committee Members
Collect Completed Forms from Community Members
Analyze Instrument I Responses and Prepare Data Summary for Next I.P.I. Committee Meeting

It is the Director's responsibility to have the responses to Instrument I summarized. The Director may negotiate with the Illinois Office of Education (IOE) to have the responses processed by IOE computers. Alternatively, the Director may assign someone in the district to analyze the responses and prepare a summary of results for the Committee's review. See the appendix for data analysis and reporting methods.

STEP THREE:

Identify General Problem Categories and Administer Instrument II

Step Three represents the second meeting of the I.P.I. Committee. Three activities occur in this step. Activity 1 is the review of the summarized responses to Instrument I. Activity 2 is Committee negotiation for consensus on high-priority general problem categories. Activity 3 is the administration of I.P.I. Instrument II.


SECOND MEETING
Activity 1
Review Data Summary on Instrument I
Activity 2
Gain Consensus on High-Priority General Problem Categories
Activity 3
Administer Instrument II
and/or
To Other Members of the Community
To the I.P.I. Committee

STEP THREE – ACTIVITY 1:
REVIEW INSTRUMENT I RESULTS

The Director should first provide each Committee member with a copy of Instrument I. If Committee members completed this instrument and identified their papers, each member should have his or her own copy returned. If papers were not identified or if Committee members did not complete Instrument I, then each Committee member should be provided with a blank copy of the instrument for reference during the review session.

The Director should then proceed to guide the Committee through a review of the results of the Instrument I administration. That is, the Director should report:

1. the percentage of respondents who identified each category on the list as a district problem (i.e., the percentage who responded "yes")
2. the average (mean) rating on importance (across all respondents) assigned to each problem category

STEP THREE – ACTIVITY 2:
CONSENSUS ON HIGH-PRIORITY CATEGORIES

After the data summary for Instrument I has been reviewed, Committee members must reach a consensus about problem categories to be selected for further exploration using Instrument II.

1. The Committee must first decide what kind of consensus they will accept—for example, unanimous agreement or majority vote.

2. The Director should then lead a discussion about the **number** of problem categories that can be explored in depth. A number of considerations bear on this discussion, including the time and resources available for collecting data and the number of respondents who will receive Instrument II. It should be borne in mind that **each** problem category is matched to a corresponding section (page) of Instrument II. Thus, if ten problem categories are selected for further analysis, ten corresponding Instrument II sections (each containing related specific problem statements) will be administered in Activity 3. The outcome of this discussion should be an agreement on a specific number or range (for example, between two and five) of problem categories to be selected for further analysis.

3. The Committee must now reach agreement on which of the problem categories to explore in depth. It may prove useful to begin by agreeing on a definition of "high-priority problem category" formulated in terms of "cut-off" scores. An example of this kind of definition is illustrated below.

EXAMPLE:

Definition: A **high-priority problem category** is one that received at least 50% "yes" responses and was assigned an average importance rating of at least 2.5.

	At least 50% "yes"	Less than 50% "yes"
Rating 2.5 or higher	X	
Rating lower than 2.5		

Result: The problem areas that are eligible for inclusion in the box marked with an "X" will be considered **high-priority problem categories.**

If a blackboard is available, the tally of all problem categories can be entered on a chart as above, using the code numbers assigned to each problem category to identify categories on the chart.

4. If the cut-off score is set too low, the number of identified problem categories may exceed the number agreed upon for analysis. Alternatively, if the cut-off is set too high, the resulting set of high-priority problem categories may be too small. In order to select the agreed-upon number of high-priority problem categories, the Committee may have to adopt a different cut-off score or negotiate additions to or deletions from the list of high-priority problem categories until consensus is reached.

5. The final outcome of Activity 2 should be agreement on a set of high-priority problem categories to be assessed in greater depth in succeeding steps.

STEP THREE – ACTIVITY 3: ADMINISTER INSTRUMENT II

The third activity in this step is the administration of Instrument II. For each **selected** general problem category, the corresponding section (page) of Instrument II will be administered.

The entire Instrument II (actually a set of instruments, one for each category) is provided in the separate Instrument Package. An example of Instrument II (one side of the **Reading** category page) appears on page 35. The instrument requires respondents to:

1. indicate whether specific statements reflect problems in the district (yes/no/undecided);
2. if yes, indicate at what grade level(s) the problem exists; and
3. if yes, indicate the evidence they are using to document the problem.

The number of general problem categories selected by the Committee in Activity 2 will determine the scope of Instrument II administration. Committee members should complete Instrument II before leaving the meeting, if this is their assigned task. **If they wish to have their own completed instruments returned to them for reference, they should identify their papers before the instruments are collected for analysis.**

Alternatively, if Instrument II is to be administered to any individuals who are not members of the Committee, then the Director should arrange to forward copies of the customized Instrument II (i.e., the appropriate set of pages) to these respondents. These respondents may or may not be those who completed Instrument I. If a new set of respondents is to be identified for Instrument II, the reader is directed to the guidelines suggested on pages 28 and 29. As was indicated in that discussion, it is possible to assign different problem categories (i.e., pages of Instrument II) to different constituencies on the appropriateness of the category content to the group. For example, if the Committee decides to administer three Instrument II categories–(1) Staff Development, (2) Curriculum and Instruction in Mathematics, and (3) School/Community Relations–the Committee may send categories (1) and (2) to teachers and category (3) to a random sample of community members.

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DISTRICT NAME ____________________

COUNTY ☐☐☐ - DISTRICT ☐☐☐☐

ILLINOIS PROBLEMS INDEX INSTRUMENT II:

READING

Circle (Y) for "Yes" if the statement represents a current problem in your school district. Circle (N) for "No" if the statement does not represent a problem. Circle (U) if you are undecided. Add additional problem statements at the end of the list if necessary.

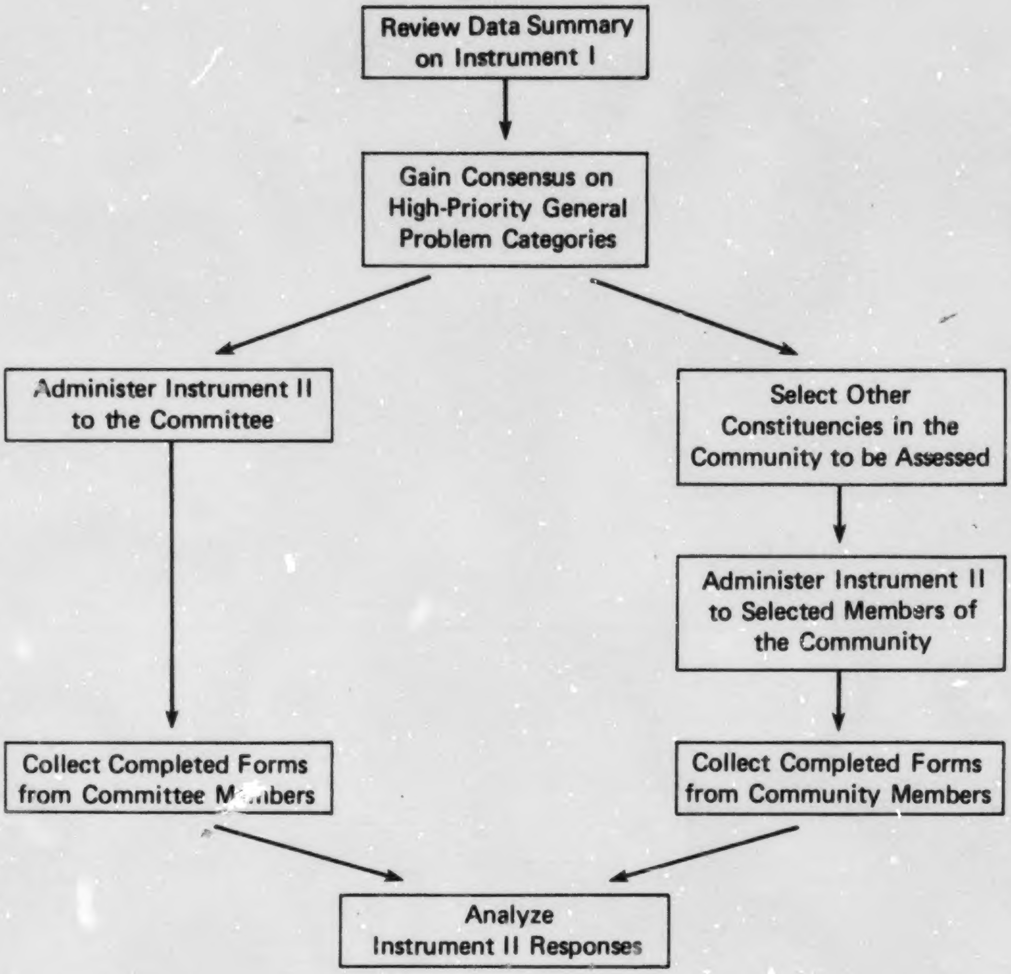
If you circled (Y), indicate the grade level(s) at which the problem occurs:

1 = Grades K-2
2 = Grades 3-6
3 = Grades 7-8
4 = Grades 9-12
5 = All grades

If you circled (Y), circle the one number below that describes the best evidence you are using to document that a problem exists.

CODE	PROBLEM STATEMENT	IS A PROBLEM	IS NOT A PROBLEM	UNDECIDED	GRADE LEVEL(S)	Classroom/School Conditions	Student(s) I Know	Research Studies/Expert Opinion	Test Scores	Budget/Census Data	Curriculum Materials	Other
0101	Students cannot comprehend what is read.	Y	N	U		1	2	3	4	5	6	7
0102	Students cannot analyze what is read.	Y	N	U		1	2	3	4	5	6	7
0103	Students cannot reason logically from what is read.	Y	N	U		1	2	3	4	5	6	7
0104	Students cannot make judgments about what is read.	Y	N	U		1	2	3	4	5	6	7
0105	Students do not have word identification skills.	Y	N	U		1	2	3	4	5	6	7
0106	Students cannot analyze word root, prefixes, and suffixes to determine the meaning of words.	Y	N	U		1	2	3	4	5	6	7
0107	Students cannot discriminate between fact and opinion.	Y	N	U		1	2	3	4	5	6	7
0108	Students cannot draw conclusions, generalizations, and inferences from what is read.	Y	N	U		1	2	3	4	5	6	7
0109	Students cannot read reference materials efficiently (e.g., dictionaries, encyclopedias).	Y	N	U		1	2	3	4	5	6	7
0110	Students cannot use indexes, tables of contents, and glossaries.	Y	N	U		1	2	3	4	5	6	7
0111	Students cannot read graphic materials (e.g., maps, tables, graphs).	Y	N	U		1	2	3	4	5	6	7
0112	Students cannot read aloud in an effective manner.	Y	N	U		1	2	3	4	5	6	7

Flowchart Summary of Step Three

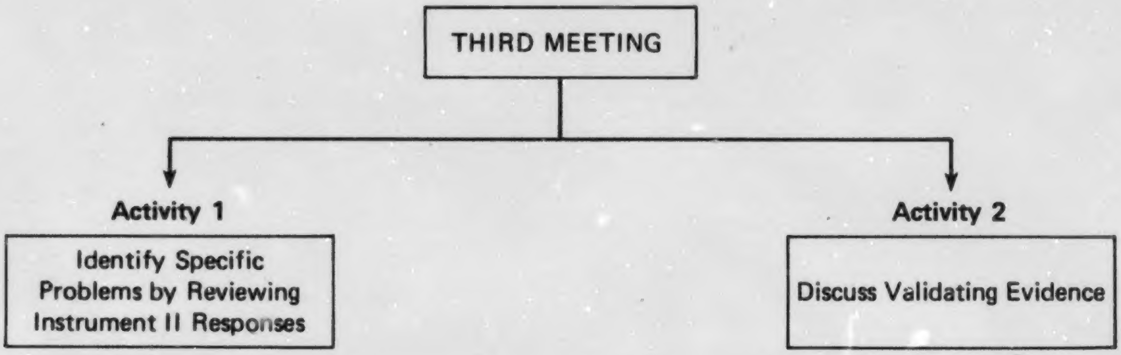

Review Data Summary on Instrument I
Gain Consensus on High-Priority General Problem Categories
Administer Instrument II to the Committee
Select Other Constituencies in the Community to be Assessed
Administer Instrument II to Selected Members of the Community
Collect Completed Forms from Committee Members
Collect Completed Forms from Community Members
Analyze Instrument II Responses

It is the Director's responsibility to have the responses to Instrument II summarized. The Director may negotiate with IOE to have the responses processed by IOE computers. Alternatively, the Director may assign someone in the district to analyze the responses and prepare a summary of results for the Committee's review. See the appendix for data analysis and reporting methods.

STEP FOUR:

Identify Specific Problems and Supporting Evidence

This step represents the third meeting of the I.P.I. Committee. There are two related activities. The first is a review of the data summary for Instrument II on the percentage of individuals agreeing on specific problems. The second activity is a review of evidence documenting the existence of specific problems.


THIRD MEETING
Activity 1
Identify Specific Problems by Reviewing Instrument II Responses
Activity 2
Discuss Validating Evidence

STEP FOUR – ACTIVITY 1: IDENTIFY SPECIFIC PROBLEMS

The first activity of this step requires the I.P.I. Committee to review the summary of responses to Instrument II. In addition to having a report of these data ready for discussion, the Director should have prepared a list of any problem statements that were added to Instrument II by respondents. Committee members should be provided with their own copies of Instrument II if they completed and identified these forms at the previous meeting. Otherwise, they should be provided with blank copies of the instrument for reference during the review of responses.

This initial activity should be restricted to a review of the percentage of individuals who agreed ("yes") that a given problem statement represents a problem in the district. **The review procedure can be similar to that adopted in Activity 2 of Step Three (page 33). That is, the Committee may set an initial cut-off score of, for example, at least 50% agreement on a given problem statement.**

Concurrently, the Committee must examine the problem statements that were added to the instrument list by respondents. If one of these new problem statements is adopted by the Committee as representing a high-priority problem, it should be added to the list of Instrument II problem statements. Similarly, if the Committee decides to alter the wording of an existing problem statement, the original code number should be deleted and the revised problem statement should be added in the space at the bottom of the instrument. This procedure is necessary in order to ensure conformity with the IOE and Resource Network data bank.

This initial examination of the data summary for Instrument II serves to restrict the pool of specific problems in each category to those of highest priority. If the number of specific problems remains too large, a higher cut-off score should be established and applied. The final outcome of this activity should be a restricted set of specific problem statements. The high-priority problem statements to be assessed by Instrument III will be drawn from this set by reviewing validating evidence. This review occurs in Activity 2.

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STEP FOUR – ACTIVITY 2: DISCUSS VALIDATING EVIDENCE

During this activity, the Committee will begin the process of validating the existence of problems represented by the problem statements identified as high-priority in the previous activity.

The Director should lead a discussion of the kinds of evidence that Committee members will accept as documentation that problems exist. The kind of documentation required to validate the existence of a problem will generally depend upon the type of problem. In some cases, test scores may be the most appropriate validating evidence; in other cases, research reports or census data may be most appropriate. Occasionally, the Committee might decide that the responses to the I.P.I. instrument themselves are sufficient documentation that a problem exists. This latter decision might be reached in the case of educational problems (such as those in the affective domain) that are not easily validated independently.

After the Committee has reached agreement on the kind of documentation required to validate a given problem, it must determine whether there exists in district records sufficient documentation of that kind to validate each problem that received a high percentage of "yes" responses on Instrument II. At this point in the process, it will be useful to have a district research person present at the meeting. This person may be able to provide information about existing data that the district has on hand. If the researcher can inform the Committee that existing evidence of the type required to document a given problem does in fact validate the problem, this can eliminate the need for a data request. **In addition, Committee members should be encouraged to bring to the attention of the Committee any data they know of that validate high-priority problems. Special attention must be given to winning the total commitment of the Committee to the high-priority problems ultimately identified.**

The Committee may agree to request supporting data for a problem statement only if the content of the district's existing evidence is unknown to the district researcher or to Committee members. Types of evidence that the Committee might request from the district include:

- norm-referenced test scores
- criterion-referenced test scores
- attendance data
- cost studies
- district program plans
- census data (e.g., amount/number of materials, personnel, etc.)

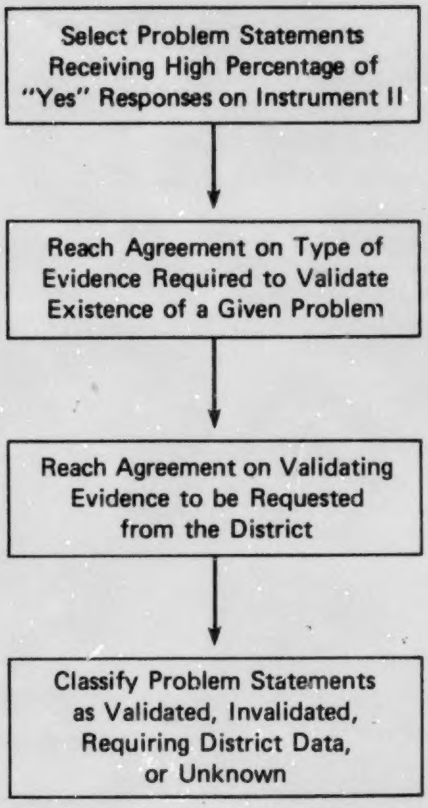
The district may choose to forward the requested data to the Committee or merely to communicate whether or not the data validate the problems identified. This latter communication of the content of existing data may serve to eliminate time-consuming efforts on the part of the Committee. It is the responsibility of the I.P.I. Director to request and obtain from the district the data (or a description of it) required by the I.P.I. Committee. This information should be available for the Committee's consideration at the next meeting.

At the conclusion of Activity 2 the list of problem statements identified in Activity 1 as having received a high percentage of "yes" responses on Instrument II should be broken down into four categories, **those for which existing evidence is:**

1. known by someone present at the meeting to validate that the problem exists
2. known by someone present at the meeting to show that the problem does not exist
3. being requested from the district for presentation at the next meeting
4. not currently known or available from the district

The Director should make a record of the category into which each high-priority problem statement falls for reference at the next meeting.

Flowchart Summary of Step Four

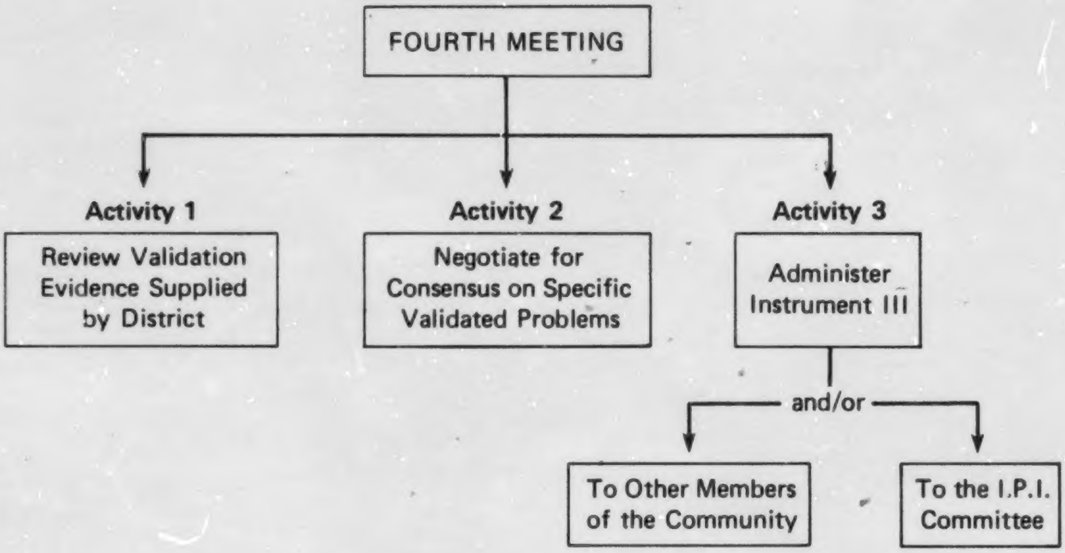

Select Problem Statements Receiving High Percentage of "Yes" Responses on Instrument II
Reach Agreement on Type of Evidence Required to Validate Existence of a Given Problem
Reach Agreement on Validating Evidence to be Requested from the District
Classify Problem Statements as Validated, Invalidated, Requiring District Data, or Unknown

The I.P.I. Director should obtain evidence requested by the Committee before the next meeting. If no validation evidence is required, the Committee may choose to proceed to Step Five at the same meeting.

STEP FIVE:

Validate Specific Problems and Administer Instrument III

This step represents the fourth meeting of the Committee. Three activities are involved in this step. The first activity is the review of the data obtained from the district to validate specific problems. The second activity is the final selection of specific validated problems to be subjected to further analyses. The third activity is the administration of Instrument III to determine the extent of district effort that should be directed toward resolving each problem.


FOURTH MEETING
Activity 1
Review Validation Evidence Supplied by District
Activity 2
Negotiate for Consensus on Specific Validated Problems
Activity 3
Administer Instrument III
and/or
To Other Members of the Community
To the I.P.I. Committee

STEP FIVE – ACTIVITY 1:
REVIEW VALIDATION EVIDENCE

During this activity the validation evidence provided by the district at the Committee's request should be reviewed. The I.P.I. Director may need to make a presentation of this evidence if copies of documents cannot be provided for all members.

The outcome of this review of data supplied by the district should be the reclassification of problem statements for which evidence was requested from the district (those problems in category 3; see page 40).

In general, the problem statements reviewed during this activity will be reclassified as "validated" or "invalidated" unless evidence requested from the district is unavailable, obsolete, or inappropriate. In any case, the problem statements reviewed during this activity should be added to the list of those problem statements already classified in these three categories at the previous meeting.

At this point all of the problem statements identified as representing high-priority problems on the basis of the high percentage of "yes" responses on Instrument II will have been classified as "validated," "invalidated," or "unknown."

STEP FIVE – ACTIVITY 2:
CONSENSUS ON HIGH-PRIORITY PROBLEMS

In this activity the Committee should review the classification of problem statements. It should be borne in mind that all of these problem statements were selected by a high percentage of respondents to Instrument II as representing problems in your district.

1. The Committee should review the list of **validated** high-priority problems to ensure that agreement about the validity and importance of these problems has been reached. These problems are to be listed on Instrument III for further assessment.

2. The Committee should decide what action, if any, should be taken in the case of problem statements that are not known to represent problems. The Committee may choose to draft recommendations for research to determine if the problems represented by some or all of the problem statements in this group exist in the district. Or, the Committee may choose to add some of these "questionable" problem statements to Instrument III, if the consensus is that validation of the problem is inherently difficult.

3. The Committee should decide what action, if any, should be taken in the case of problem statements that are known not to represent problems in your district. If Instrument II was completed by individuals not on the Committee, the Committee may recommend a public relations effort to advise respondents that, based on the evidence, these problems do not exist.

STEP FIVE – ACTIVITY 3:
ADMINISTER INSTRUMENT III

This activity involves the administration of Instrument III, which directs respondents to indicate the extent to which district resources should be directed toward solving each validated problem. A copy of the instrument form appears on page 46. It is blank because the validated problems selected by the Committee will be different for every district and must be entered on the page(s) upon selection.

If the Committee members alone are respondents to the instrument, they should be instructed to enter each selected problem (along with its numerical code) on a personal copy of the instrument. This may be done during the final review in Activity 2 or as a separate activity here.

In either case, all Committee members must enter selected problems on Instrument III in the same order. Identical ordering is important for data processing purposes. Each member should then complete the instrument for each problem listed.

If the instrument is to be administered to any individuals who are not members of the Committee, a decision about who these respondents should be must be reached. The respondents may or may not be those who completed either Instrument I or II. If a new group of respondents is to be identified for Instrument III, the reader is directed to the guidelines suggested on pages 28 and 29.

If other members of the community are to respond to the instrument, the I.P.I. Director is responsible for having the final list of validated high-priority problem statements typed onto Instrument III page(s). The page(s) should be copied and delivered to all selected respondents.

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____
DISTRICT NAME

☐☐☐ - ☐☐☐☐
COUNTY DISTRICT

ILLINOIS PROBLEMS INDEX INSTRUMENT III:

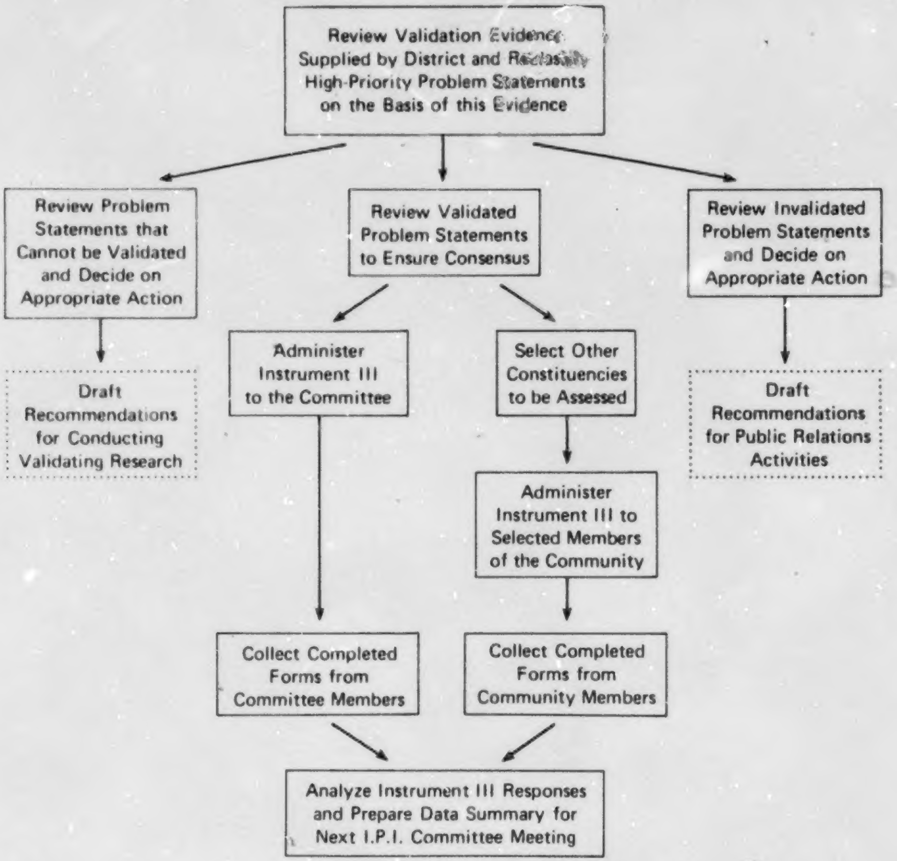
SELECTED PROBLEM STATEMENTS

The following problem statements represent problems that have been shown to exist in your school district.

Circle the number below that represents the extent to which you would like your district to allocate resources toward solving these problems.

CODE	PROBLEM STATEMENT	Not at All	To a Small Extent	To Some Extent	To a Large Extent	To a Very Large Extent
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

Flowchart Summary of Step Five

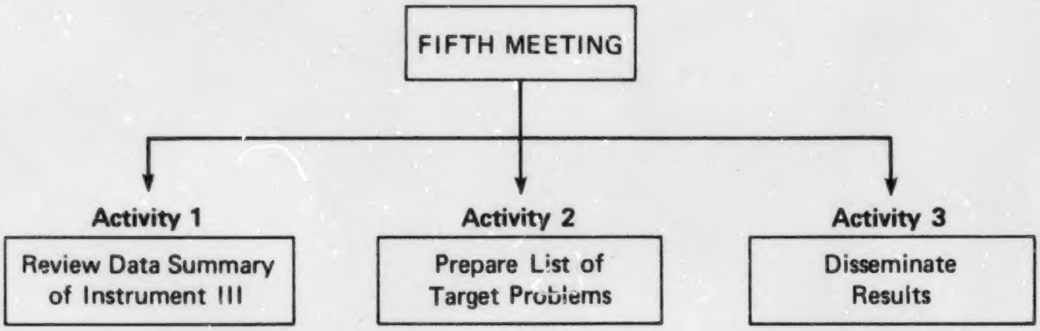

Review Validation Evidence Supplied by District and Reclassify High-Priority Problem Statements on the Basis of this Evidence
Review Problem Statements that Cannot be Validated and Decide on Appropriate Action
Review Validated Problem Statements to Ensure Consensus
Review Invalidated Problem Statements and Decide on Appropriate Action
Draft Recommendations for Conducting Validating Research
Administer Instrument III to the Committee
Select Other Constituencies to be Assessed
Draft Recommendations for Public Relations Activities
Administer Instrument III to Selected Members of the Community
Collect Completed Forms from Committee Members
Collect Completed Forms from Community Members
Analyze Instrument III Responses and Prepare Data Summary for Next I.P.I. Committee Meeting

It is the Director's responsibility to have the responses to Instrument III summarized. The Director may negotiate with IOE to have the responses processed by IOE computers. Alternatively, the Director may assign someone in the district to analyze the responses and prepare a summary of results for the Committee's review. See the appendix for data analysis and reporting methods.

STEP SIX:

Prepare and Disseminate List of High-Priority Target Problems

This step represents the fifth meeting of the I.P.I. Committee. Three activities occur at this step. The first activity is a review of the data summary of Instrument III. The second activity is negotiation on the preparation of a list of target problems. The third activity is dissemination of the results of the I.P.I. process to the community.


FIFTH MEETING
Activity 1
Review Data Summary of Instrument III
Activity 2
Prepare List of Target Problems
Activity 3
Disseminate Results

STEP SIX – ACTIVITY 1:
REVIEW INSTRUMENT III RESULTS

During this activity the Committee reviews the summarized responses to Instrument III. Results show the average rating across respondents of the extent to which the district should devote its resources toward solving each problem. The higher the rating, the more effort is desired toward the solution of the problem.

In evaluating these average scores, Committee members will need to consider the extent of district resources available and, thus, the number of problems to be selected for inclusion in their final report. In addition, the Director should be prepared to inform Committee members of any legally-mandated minimum requirements of educational programs in the district, as these requirements may limit the district's capacity to effect changes in certain problem areas. Within this limit, the Committee can select those problems assigned the highest ratings.

STEP SIX – ACTIVITY 2:
PREPARE LIST OF TARGET PROBLEMS

This activity involves ranking the validated target problems in order of importance. This may be accomplished purely on the basis of average ratings: the problem with the highest rating is assigned highest priority, etc. However, the Committee may wish to consider the cohesiveness of programmatic efforts that will result from the I.P.I. process. That is, two specific "reading" problems ranked first and fifth in terms of average ratings may be assigned priorities 1 and 2. This would suggest to consumers of the results that the reading program should be given highest priority. Alternatively, separation in rank of problems within a given category would be more difficult to interpret and act on in terms of program planning.

The Committee must discuss such issues and negotiate to gain consensus on a final ranked list of validated target problems. The I.P.I. Director must serve as "recorder" here, since it will be his/her responsibility to disseminate the results of the process.

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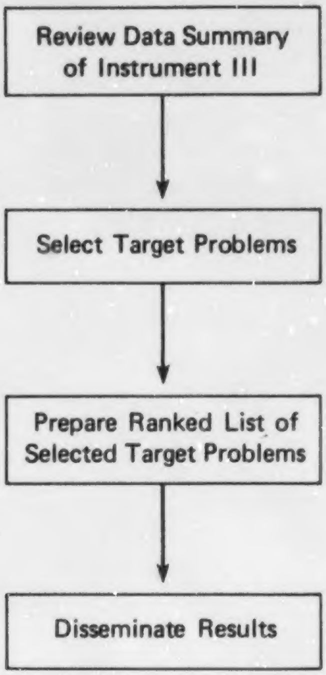
STEP SIX – ACTIVITY 3: DISSEMINATE RESULTS

This activity involves the dissemination of I.P.I. results to the community. While chiefly the responsibility of the Director, it may prove useful to discuss with the Committee the possibilities for dissemination. Dissemination efforts may include:

- a report to the superintendent and board of education by the I.P.I. Director
- articles in existing school publications
- a brief brochure or flyer for general distribution
- news releases to local newspapers

Such dissemination materials may be written by Committee member(s) and/or the I.P.I. Director.

Flowchart Summary of Step Six


Review Data Summary of Instrument III
Select Target Problems
Prepare Ranked List of Selected Target Problems
Disseminate Results

STEP SEVEN:

Define Potential Solutions, Support, and Timeline

Once the I.P.I. Committee has established a ranked list of high-priority target problems for district action, the district can proceed to develop remedial plans focused on these problems.

The district may delegate the responsibility of developing solutions to the I.P.I. Committee, or it may transfer these duties to other committees or groups already in operation in the district. The most appropriate locus of responsibility for generating solutions will depend upon the organizational and administrative characteristics of the district. However, if the district delegates planning duties to other committees or groups, it may be desirable to assign one or more members of the I.P.I. Committee to the group that will assume this responsibility in order to ensure continuity with the activities that were carried out by the I.P.I. Committee.

Step Seven includes seven basic activities, each of which is listed on page 53. These steps are not explicated in any detail, since the method of implementing them will vary considerably from district to district. The activities are listed out only as a planning guide for linking IOE services to local district needs.

Flowchart Summary of Step Seven

Activity 1

Analyze the problems more thoroughly from a program and curriculum perspective to identify areas of curriculum or program where problems could be given attention.

↓

Activity 2

Meet with the Program Service Team representative to thoroughly define the problem statement in terms of curriculum, program methods and materials, or other resources the district might need in order to address the problem.

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Activity 3

Review any resources that the Program Service Team representative may have identified for the district through the Illinois Resource and Dissemination Network of the Illinois Office of Education.

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Activity 4

Generate alternative solution strategies and cost out preferred strategies.

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Activity 5

Select a preferred strategy, generate new program goals and objectives, and establish a timeline for implementing them.

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Activity 6

Implement new programs/policy.

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Activity 7

Evaluate programs/policy.

The Illinois Office of Education will provide assistance with any or all of the above steps, upon request of the school districts. Any resources identified through the Illinois Office of Education will assist the local district with implementation, development, and evaluation of programs or policy.

APPENDIX

DATA ANALYSIS AND REPORTING PROCEDURES

DATA REPORTING PROCEDURES FOR INSTRUMENT I

There are two questions on Instrument I:

1. Is this an important area in which to identify problems? (yes/no/undecided)
2. How important is the problem? (1-4 importance rating)

Results on both questions should be reported to the Committee. A report form appears on the following page. The data analyst may use this form or any facsimile of it.

INSTRUCTIONS FOR DATA ANALYSIS

Question 1: Is it important?

1. Count the number of respondents (N) to the instrument: N = ________

2. For each problem category:

   a) Sum the number of "yes" responses and divide by N: % Yes = ________

   b) Sum the number of "no" responses and divide by N: % No = ________

   c) Sum the number of "undecided" responses and blanks and divide by N: % Undecided = ________

3. Fill in the three percentages for each category in the corresponding columns on the data report form.

Question 2: How important?

1. For each problem category:

   a) Count the number of responses excluding blanks (n), since only those who responded "yes" to Question 1 should answer Question 2: n = ________

   b) Sum the ratings for the problem category and divide by n (round to the nearest tenth): Average rating = ________

2. Enter the average rating for each problem category in the corresponding column on the data report form.

Note: It would be helpful if xerox copies of the data report were prepared for each Committee member. If this is not feasible, the data must be presented in another fashion to the Committee (e.g., on a blackboard or flipchart).

Data Report Form for Instrument I

Problem Category (Code Number)	Is this an important area in which to identify problems?			Average Rating of Importance
	% Yes	% No	% Undecided	

DATA REPORTING PROCEDURES FOR INSTRUMENT II

There are essentially three questions on Instrument II:

1. Is this a problem in your district? (yes/no/undecided)
2. At what grade level(s) does the problem occur? (five categories)
3. What evidence are you using to document the problem? (seven categories)

Results on all three questions should be reported to the Committee. A sample report form follows. The data analyst may use this form or any facsimile; however, the problem statements (or their codes) on the selected Instrument II category assessed by the district must be typed or written onto the data report form. If codes are used, the Committee must have copies of the original document in order to review the data.

INSTRUCTIONS FOR DATA ANALYSIS

Question 1: Is it a problem?

1. Use instructions for Instrument I, Question 1, and apply them to each problem statement; enter on the data report form:

N = ________
% Yes = ________
% No = ________
% Undecided = ________

Question 2: At what grade level(s)?

1. For each problem statement:

   a) Count the number (n) of "yes" responses to Question 1:

   n_{yes} = ________

   b) Count the number of responses to each grade level category and divide by n_{yes}:

   % 1 (grades K-2) = ________
   % 2 (grades 3-6) = ________
   % 3 (grades 7-8) = ________
   % 4 (grades 9-12) = ________
   % 5 (all grades) = ________

   c) Enter % 1 through % 5 in the appropriate columns for each problem statement on the data report form.

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Question 3: What evidence?

1. For each problem statement, follow instructions under Question 2 above and apply them to the seven evidence categories; enter on the data report form:

% 1 (classroom/school conditions) = _______
% 2 (students I know) = _______
% 3 (research studies/expert opinion) = _______
% 4 (test scores) = _______
% 5 (budget/census data) = _______
% 6 (curriculum materials) = _______
% 7 (other) = _______

Note: It would be helpful if xerox copies of the data report were prepared for each Committee member. If this is not feasible, the data must be presented in another fashion to the Committee (e.g., on a blackboard or flipchart).

INSTRUCTIONS FOR ADDED PROBLEMS

In some cases respondents will have added problems to the list of pre-printed problem statements. These problems should also be reported to the Committee. The person responsible for data analysis may simply list these problems on a separate page (noting the category to which they were matched). Since it is unlikely that more than one person will add the same problem to the list, data analysis will probably be unnecessary. The added problems and their respective grade level(s) and evidence can be listed on a separate page for the Committee's review.

If it happens that more than one person adds the same problem, the data analyst may simply note the number of people giving that response and the grade level(s) and evidence they indicated.

Data Report Form for Instrument II

Problem Statement (Code Number)	Is this a problem?			% Checking Each Grade Level [% Based on Total (Y) Responses]					% Using Each Evidence Category [% Based on Total (Y) Responses]						
	% Yes	% No	% U	1	2	3	4	5	1	2	3	4	5	6	7

DATA REPORTING PROCEDURES FOR INSTRUMENT III

There is only one question on Instrument III: To what extent should the district allocate resources toward solving this problem? A report form for the data summary on this question appears on the next page. The data analyst may use this form or any reasonable facsimile.

The first task is to write or type the problem statements assessed (or their codes) onto the report form. Since only one column of data will be reported for each statement, it may be useful to enter the complete text and code number of the problem statement to eliminate the need for Committee members to refer to the original document. **If problem statements originated from different categories, a category heading (e.g., reading) should be entered for each group of matching problems.**

INSTRUCTIONS FOR DATA ANALYSIS

1. For each problem statement:
   a) Count the number (n) of responses: n = ________
   b) Sum the ratings for the problem statement and divide by n (round to the nearest tenth): Average rating = ________
   c) Enter the average rating in the column beside each problem statement.

Note: It would be helpful if xerox copies of the data input were prepared for each Committee member. If this is not feasible, the data must be presented in another fashion to the Committee (e.g., on a blackboard or flipchart).

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Data Report Form for Instrument III

Code Number	Problem Statement	Average Rating on Extent of Resource Allocation